

**IMPROVING SPEAKING SKILLS OF STUDENTS OF TOURISM  
DEPARTMENT OF SMKN 7 YOGYAKARTA IN THE ACADEMIC YEAR  
OF 2012/2013 THROUGH ROLE-PLAY**

**A Thesis**

**Submitted as Partial Fulfillment of the Requirements for the Attainment of  
the *Sarjana Pendidikan* Degree in English Language Education**



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2013**

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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **DEDICATIONS**

From my deep heart and great love, this thesis is dedicated to the following persons.

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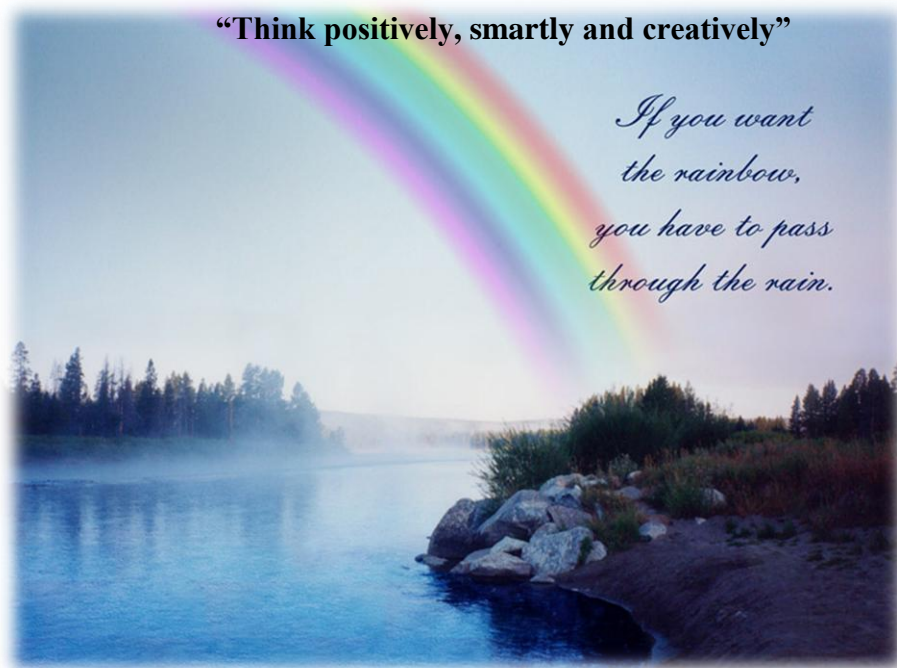
## MOTTOS

***“Innaailaa rabbinaa munqalibuun.  
It is only to Allah where we return.  
(Qs. Al-A’raf: 125)”***

***“Gusti Allah mboten sare. Dialah Tuhan yang Maha Pengasih, Maha  
Penyayang dan Maha Pemberi Pertolongan”***

***“Kebahagiaan sejati adalah ketika mendapatkan kasih sayang dan cinta  
dari keluarga dan teman”***

***“Bagiku awal dari sebuah kesuksesan adalah mimpi. Mimpi memberi  
harapan dan semangat untuk meraih kesuksesan”***



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Ayu Retno Widati



## Table of Contents

Cover.....	i
Approval Sheet.....	ii
Ratification Sheet.....	iii
Surat Pernyataan.....	iv
Dedications.....	v
Mottos.....	vi
Acknowledgements.....	vii
Table of Contents.....	ix
List of Tables.....	xii
Abstract.....	xiii
 CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	3
C. Delimitation of the Problem.....	6
D. Formulation of the Problem.....	6
E. The Objective of the Study.....	6
F. Significance of the Study.....	7
 CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	
A. Literature Review.....	8
1. Speaking.....	8
a) Definition of speaking.....	8
b) Teaching speaking.....	11
c) Microskills and macroskills of speaking.....	12
d) Principles of teaching speaking.....	13
e) Stages of teaching speaking.....	15
f) Characteristics of successful speaking activity.....	18
g) Teaching English for specific purposes.....	19
h) Teaching English for SMK grade XI.....	20
i) Evaluating speaking.....	21
2. Role Play.....	22
a) Definition of role play.....	22
b) The significance of role play.....	24
c) Procedure of implementing role play .....	26

d) Studies related to role play.....	27
B. Conceptual Framework.....	30

### CHAPTER III RESEARCH METHOD

A. Research Design.....	32
B. Research Procedure.....	33
C. Research Subjects.....	36
D. Research Setting.....	36
E. Data Collection Technique.....	37
F. Data Analysis Technique.....	39
G. Validity and Reliability.....	40

### CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings.....	43
1. Reconnaissance.....	43
a. Identification of the field problems.....	43
b. Determining problems to be solved .....	48
c. Determining actions to solve the problems.....	48
d. The relationship between the field problems and the actions.....	50
2. The Implementation of the the Actions and Discusssion.....	52
a. The report of cycle 1.....	53
1) Plan.....	53
2) Action and observation .....	55
3) Reflection .....	67
4) Summary of cycle 1.....	70
b. The report of cycle 2.....	71
1) Plan.....	71
2) Action and observation .....	74
3) Reflection .....	87
4) Summary of cycle 2.....	89
3. The result of pre-test and post-test.....	91
B. General Finding.....	92

### CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions .....	96
B. Suggestions.....	98

REFERENCES.....	99
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APPENDICES.....	103
A. Field Notes .....	104
B. Interview Transcripts.....	118
C. Course Grid, Lesson Plans and Materials .....	139
D. Interview Guideline and Observation Guideline.....	190
E. The Students' Speaking Scores and Scoring Scheme for Speaking.....	196
F. Photographs.....	205
G. Permissions/Letters.....	207

## **LIST OF TABLES**

- Table 1: Microskills and Macroskills of Speaking
- Table 2: Standard of Competency and Basic Competencies for Vocational School Grade XI
- Table 3: The Conceptual Framework
- Table 4: Cyclical Process of Action Research
- Table 5: The Outline of Observation Guideline for the Teacher
- Table 6: The Outline of Observation Guideline for the Students
- Table 7: The Problems Occurring in the English Teaching Learning Process of Students of Tourism Department at SMKN 7 Yogyakarta in the Academic Year 2012/2013
- Table 8: The Field Problems to be Solved Based on the Urgency Level and Feasibility
- Table 9: The Actions Applied in the Research
- Table 10: The Relationship between the Field Problems and the Actions
- Table 11: The Result of the Actions Applied in the Research
- Table 12: The Mean Score of the Pre-test
- Table 13: The Mean Score of the Progress test
- Table 14: The Mean Score of the Post-test
- Table 15: The Result of the Actions Applied in Cycle I and Cycle II

**Improving Speaking Skills of Students of Tourism Department of SMKN 7  
Yogyakarta in the Academic Year of 2012/2013 through Role Play**

**By**  
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**ABSTRACT**

The research entitled “Improving speaking skills of students of Tourism Department of SMKN 7 Yogyakarta in the Academic Year of 2012/2013 through Role Play”. It was aiming at improving the tourism students’ speaking skills through the implementation of role play in the teaching learning process.

This research was categorized as action research. The research procedure followed Kemmis and McTaggart’s model which includes four cyclical stages. They are plan, action, observation, and reflection. The research subjects were 36 grade XI students of Tourism Department, the researcher and the collaborator. To obtain the data, observations and interviews were conducted. Furthermore, to collect quantitative data, pre-test and post-test were conducted. The research instruments were observation guideline, interview guideline and scoring scheme for speaking test.

The result of the study shows that role play improved the teaching of speaking and the students’ speaking ability. Role play created enjoyable learning climate that motivated them to get involved in the teaching learning process. In addition, it boosted self-confidence to speak in front of the class. Furthermore, it encouraged them to be more aware of non-verbal cues such as facial expressions and body language. Moreover, there was a statistical difference between the mean scores of pre-test and post test. The mean score of pre-test was 2,9 while the mean score of post-test was 4,6. In conclusion, role play effectively improved the speaking skills of students of Tourism Department of SMKN 7 Yogyakarta in the academic year of 2012/2013.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

English is significantly important for tourism students. As it continues to dominate as the lingua franca of various contexts, in tourism and travel professions particularly, and has become a common language for travelers from many different countries, the tourism students who are going to work with foreigners have to be able to speak English well. It has an important role to meet the global trend and the students' future career needs. Furthermore, in connection with school-based curriculum for vocational schools, they are required to master both spoken and written English so that they are successful on their interest.

Mastering speaking skills well is important for students who are going to work in tourism industry because of the fact that mastering communicative skills is useful for their future career. They could be competitive in the tourism industry. In the tourism field, they are required to negotiate meaning in English in most of their professional life. They are demanded to actively speak with foreigners in many different topical conversations such as taking a reservation, taking an order, marketing products or services, offering discounts, recommending places to visit, giving directions, etc. In addition, they have to interact well with the program and the community in the work place to maintain professional networks and bring understanding in many different cultures. Therefore, having a high level of speaking English is crucial for the students who are going to work in the tourism industry.

Although speaking skills are crucially important, the fact shows that students of Tourism Department of SMKN 7 Yogyakarta have many speaking problems. First, they lack of vocabulary mastery. It can be seen from the reconnaissance process conducted on October 13th, 2012 that most of them cannot express their ideas in English. Moreover, they cannot make conversations relating to tourism. This is not surprising since they learn general English, not vocational English, in particular English for tourism. Second, they also lack of confidence. They always feel nervous when the teacher asks to volunteer information. Only a few of them speak up during the teaching learning process. Third, their pronunciations are not good. They frequently make pronunciation mistakes in some English words such as 'here', 'could', 'would', 'may', 'thank you', etc. They keep using the wrong pronunciation even when the teacher has explained the correct one.

Furthermore, the teaching technique is monotonous. It is dominated by the teacher to give much grammar explanation and reading comprehension. She often focuses on language forms instead of on meaningful communicative learning. She neglects activities that involve real communication. As a result, the students have low motivation to speak English. It can be seen from the fact that many students are off-task when they are asked to discuss a text in pairs. Most of them have a chat with their friends on different topics instead of initiating using classroom English. In addition, they get bored with the teaching technique. They want activities which is fun, interesting, useful and challenging. In brief, the teaching technique does not motivate them to speak up.

Considering the importance of speaking skills for students of Tourism Department of SMKN 7 Yogyakarta, a study needs to be carried out. As far as the researcher is concerned, there is no teaching technique facilitating their needs of speaking practices. Role play is believed to be effective to improve speaking skills because it provides semi-realistic contexts which make it possible for them to act different roles at different contexts. For such a reason, the researcher attempts to carry out a study entitled “Improving Speaking Ability of Students of Tourism Department of SMKN 7 Yogyakarta in the Academic Year of 2012/2013 Through Role Play”.

#### **B. Identification of the Problem**

As it is stated on the previous section, the tourism students’ speaking ability is still low. In line with an interview with the English teacher and a classroom observation conducted on October 13th, 2012, there are many problems which occur in the teaching learning process. From the reconnaissance process, it can be found that the students have many problems related to speaking. The problems are caused by internal and external factors. This section clarifies each of the factors.

The internal factor deals with the nature of speaking itself. Spoken language has several characteristics that make it difficult to acquire. Firstly, English usually has different sounds from its written form. It is possible that one word is pronounced differently although its spelling is exactly same. Second, English has stress, rhythm and intonation for conveying important messages. The students are not familiar with it since Indonesian does not contain word stress to



emphasize certain meanings. In addition, they usually find difficulties when dealing with reduced forms or linking sounds. It avoids them to speak English like native speakers. Moreover, spoken language differs significantly from written English. The students are more well-acquainted with the written symbols rather than spoken language. Therefore, they often have difficulties to get practice in producing spoken English.

The external factor relates to several points including the teaching technique, the materials, the teacher, and the students. First, the teaching technique does not provide communicative speaking activities in the teaching learning process (TLP). The students usually learn English through reading texts and doing tasks relating to the texts. It shows that the teaching learning process does not provide interactive speaking tasks for them. The second point is that the teacher focuses the teaching learning process on grammar explanation and reading comprehension. She pays little attention to interactive speaking tasks. Therefore, the students rarely get opportunities to be engaged in interactive and meaningful communication.

The third point is that the materials given do not meet the students' needs. The materials exclude information and skills which are important for the tourism field. Thus, the students are not well-acquainted with the register and language functions of English for tourism. In other words, there is a gap between the materials needed and the materials given. As a result, they are not successful in having conversations in tourism topics.

The fourth point relates to the students. The students have many speaking problems. First of all, they lack of vocabulary mastery. From the reconnaissance process, the reseacher found that most of them cannot express their ideas in English. They often have difficulties in finding appropriate words to express their ideas in English. It shows that their language experiences are limited. Second, their pronunciationsare not good. They frequently make pronunciation mistakes. It is because of the fact that they rarely practice pronouncing words. They lack of listening input. As a result, they are not able to practice speaking with correct pronunciation and intonation.

Third, they lack of confidence. They feel nervous to speak English in front of their friends. They get nervous too when the teacher asks eliciting questions. Most of them are afraid of making mistakes and they are shy if their friends laugh at them. It can be inferred that they do not take a risk to try out language. Fourth, they have low motivation to improve their own speaking ability. It can be seen from the fact that most of them do not initiate to create classroom English. Instead, they are off-task when they are asked to have a discussion about a particular topic. They end it with having a chat on different topics with their friends. Later, they could not speak fluently.

In conclusion, the students have many speaking problems that avoid them in attaining good speaking ability. Because of the problems, they lack of confidence in showing their communicative ability in front of the class. The problems also avoid them to have interactive purposeful communication. Therefore, the speaking problems which occurred need to be solved soon.

### **C. Delimitation of the Problem**

In reference to the identification of the problem above, problems encountered in the teaching learning process are complex. It is not possible to solve each of the problems all at once. Therefore, in this research, the problems are limited on the teaching technique in accordance with improving speaking skills of students of Tourism Department of SMKN 7 Yogyakarta through role play. The reason for limitation of the problem is that role play has many advantages which can be used to improve their speaking ability.

### **D. Formulation of the Problem**

In line with the identification of the problem and the delimitation of the problem, the research focuses on improving speaking skills of students of Tourism Department of SMKN 7 Yogyakarta through role play. Therefore, the formulation of the problem is presented as follows “How does role play improve the speaking skills of the students of Tourism Department of SMKN 7 Yogyakarta in the academic year of 2012/2013?”

### **E. The Objective of the Study**

The study aims at improving speaking ability of students of Tourism Department of SMKN 7 Yogyakarta through the use of role play. It is expected that the study solves the problems relating to the teaching technique which occur in the context. Role play is believed to bring about improvements on their speaking ability because it gives opportunities to practice meaningful purposeful communication. Thus, increasing the teaching technique by implementing role play is expected to help the students to attain a better speaking ability.

## **F. Significance of the Study**

This study confers two types of significance, namely theoretical significance and practical significance. Theoretically, the study enriches educational researches which relate to the implementation of role play as the teaching technique for speaking class. The findings of the research could give more insight about role play for other researchers who carry out same studies in different settings. In addition, the findings of the research could be beneficial for material developers in putting their selection and sequence on designing more useful speaking activities.

Practically, the study offers a solution to solve speaking problems which occur in the field. The implementation of role play in the teaching and learning process effectively improves the students' speaking ability. Then, it could afford a new insight to the English teacher about the different way of teaching and learning English in an attempt to persuade her to implement role play in the classroom.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter discusses literature review and conceptual framework. First of all, it presents theories relating to speaking. Secondly, it presents theories related to role play. Then it discusses conceptual framework of how does role play improve the students' speaking ability.

#### **A. Literature Review**

##### **1. Speaking**

This section aims at discussing some points relating to speaking skills involving a broad area of interest. They are definition of speaking, the teaching of speaking, the principles of teaching speaking, the stages of teaching speaking, the characteristics of successful speaking activity, teaching English for specific purposes, teaching English for SMK grade XI and evaluating speaking.

##### **a. Definition of Speaking**

Speaking is a communicative event which include the use of verbal and non-verbal language to convey meaning. People usually communicate their opinions, ideas, feelings, beliefs, etc by talking it with other people and it usually involves the speakers' physical, physiological and psychological condition. In line with Chaney (Jondeya, 2011: 28), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Accoding to this definition, speaking is aiming at exchanging meanings. To achieve the aim, people use their articulators to produce language so that they could express meanings to others. In addition, they also make use of non-

linguistic symbols such as facial expressions and body language in order to make the meanings more clear. For illustration, a woman who are having trouble with her computer may tell her problem to a mechanic by showing sad facial expression and putting her hand on her forehead.

Speaking is a two-way process between producing language and receiving it. According to this definition, productive skills of speaking and receptive skills of understanding cannot be taken apart. In line with Byrne (Jondeya, 2011: 28), speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding. In the same respect, Nunan (2003: 48) supports Byrne's statement saying that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it. They may want to retell stories, to give information, to express feelings, to give commands, to make jokes, to agree or complain about something.

In reference to Bygate (Anggraeni, 2007: 21), speaking is the vehicle of social solidarity, of social making of professional achievement and of business. Sometimes, people intentionally speak with others to maintain social interaction, instead of merely giving information to them. They want to be always connected with other members of social community. Therefore, they keep in touch with them by having a talk. Furthermore, speaking has been an important part in professional and business contexts. In these contexts, the function of speaking deals with the activity of buying and selling goods and services to earn money. When people are

having business, every word of their talk is addressed to make a business deal. In addition, speaking is the medium through which much language is learnt. This means that learning a language is not merely learning word meaning and structural pattern of it. It is expected that a language learner could use the language to deliver what is in his mind and to make his audience understand it.

Speaking is a productive skill which involves many components (Chastain in Castillo, 2007: 78). It is more than producing the right sounds, choosing the right words or getting constructions of grammatically correct. It could include the background knowledge of speakers to create opinions or feelings to be communicated with listeners. Thus, listeners often judge others by evaluating and analyzing the messages of their speaking. In addition, speaking is a social communication which aiming at sharing values and traditions that bind a community together (Richards and Renandya, 2002: 206). Therefore, to speak a language, one should know how the language is used in social context because it could involve a wide range of non-verbal symbols, which sometimes contradicts the verbal language.

In conclusion, speaking is the two-way process of building and sharing meanings and values. When people are having a talk with others, they include the process of producing language and receiving messages. This process is usually marked by the presence of linguistic and non-linguistic symbols. It can be said that speaking is one of important elements of communication because it could be used as the medium of social interaction. It could also be used as the vehicle of professional and business communication.

## **b. Teaching Speaking**

In EFL setting, speaking is a crucial part of English language learning and teaching which needs special attention and instruction. However, many English language teachers often undervalue it. For many years, they employ memorization of dialogues, question and answer practice, substitution drills and various forms of guided speaking activities. They often neglect the notion of teaching speaking.

The notion of speaking according to Nunan (2003: 48) is helping learners to be able to do the following activities.

- (1) producing the English speech sounds and sound patterns;
- (2) using words and sentence stress, intonation patterns and the rhythm of the second language;
- (3) selecting appropriate words and sentences according to the proper social settings situation and subject matter;
- (4) organizing their thoughts in a meaningful and logical sequence;
- (5) using language as a means of expressing values and judgements, and
- (6) using the language quickly and confidently.

In connection with Communicative Language Teaching (CLT) proposed by Richards (2008, 23-25), the notion of foreign language teaching and learning is interaction and meaningful communication. CLT develops different educational paradigms and traditions by strengthening the use of effective learning and communication strategies. As a result, it brings changes on the teaching of speaking. The typical classroom activities in the teaching of speaking are problem solving, interviewing, information-sharing, role play, discussion, and other activities that allow students to negotiate meaning, expand their language resources and take part in meaningful intrapersonal exchange.



In line with the previous explanation, the researcher concludes that the goal of teaching speaking is to help students being able to carry out conversation in the target language. English teachers, therefore, should train them for communication. Instead of increasing the teacher's talking time, the teaching of speaking should increase the students' talking time. Thus, the students successfully improve their speaking skills.

### **c. Microskills and Macroskills of Speaking**

There are some microskills and macroskills of speaking which need to be considered in designing tasks in the teaching of speaking. The microskills refer to producing smaller chunks of language such as phonemes, words and phrases. On the contrary, the macroskills imply the speaker's focus on the larger components such as fluency, discourse, non-verbal communication, style, etc. The microskills and macroskills of speaking, according to Brown (2004: 142-143), are presented on the following table.

**Table 1: Microskills and Macroskills of Speaking**

#### **Microskills**

- (1) Produce difference among English phonemes and allophonic variants.
- (2) Produce chunks of language of different lengths.
- (3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- (4) Produce reduced forms of words and phrases.
- (5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- (6) Produce fluent speech at different rates of delivery.
- (7) Monitor one's own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- (8) Use grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- (9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

- (10) Express a particular meaning in different grammatical forms.
- (11) Use cohesive devices in spoken discourse.

#### **Macroskills**

- (12) Appropriately accomplish communicative functions according to situations, participants and goals.
- (13) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- (14) Convey links and connections between events and communicative such as relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- (15) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- (16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

The table above shows that the students need to learn the forms of language as well as the functions of language. In the teaching of speaking, they are introduced to the pieces of language to see the whole part of it. It is expected that showing the microskills and macroskills of speaking to them could help them convey and negotiate meanings of language.

#### **d. Principles of Teaching Speaking**

It has been presented previously that the aim of teaching speaking is to help learners communicate in the target language. To achieve this aim, teachers should follow certain principles for teaching speaking, which could be useful for developing speaking tasks and materials for them. Kayi (2006: 1) suggests some principles of teaching speaking. The principles are presented as follows.

- 1) Teachers should be aware of the difference between second and foreign language.
- 2) Teachers should give students chances to practice with fluency and accuracy.

- 3) Teachers should provide opportunity for students to talk in group or pairs in which teacher's talk is limit.
- 4) Teachers should plan speaking tasks to involve negotiation of meaning.
- 5) Teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.
- 6) Teachers should ask eliciting questions such as "What do you mean? Could you explain more about the answer?" in order to prompt students to produce more speech.
- 7) Teachers should give feedback like "It's a good try. Okay, lets' do more."
- 8) Teachers should not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract students' performance.
- 9) Teachers should involve speaking activities not only in class but also out of class, contact parents and other people who can help.
- 10) Teachers should circulate around classroom to ensure that students are on the right tract and see whether they need a help while they are working.

In reference to the principles above, English teachers should facilitate students with tasks and activities which encourage them to negotiate meaning, to try out what they know, to produce more language, and to take part in group work activities. Furthermore, the English teachers need to give motivational feedback when they make mistakes. If it happens, they should not correct it too often because it may demotivate them. Then, they should ensure that the students can use the target language both accurately and fluently. They should also give opportunities for them to experience transactional and interactional language. This may help them survive in social interaction and professional life.

Brown (2001: 275-276) suggests some principles for designing speaking techniques. They are (1) using tehniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency; (2) providing intrinsically motivating techniques; (3)

encouraging the use of authentic language in meaningful contexts; (4) providing appropriate feedback and correction; (5) capitalizing the natural link between speaking and listening; (6) giving students opportunities to initiate oral communication and (7) encouraging the development of speaking strategies.

In conclusion, the teaching of speaking should motivate the students to practice both fluency and accuracy activities for meaningful purposes. Therefore, the English teachers have to use encouraging and motivating techniques. For example, they apply role play or game in the teaching learning process. Then, they should not over-corrected the students' mistakes unless it demotivates them to speak in front of the class.

#### **e. Stages of Teaching Speaking**

There are several teaching approach that have been widely used in English language teaching and learning. Some English teachers follows traditional teaching approach like Presentation, Practice and Production (PPP). Some others may apply more recent teaching approach such as task based instruction, genre based approach, or content based instruction. The approaches are different in terms of stages and activities. The following description describes some stages of teaching speaking.

Richards and Renandya (2002: 212-219) propose an interactive, collaborative and reflective approach in the teaching of speaking. The approach is characterized by four stages. They are brainstorming vocabulary, using conversational starters, video-taping students' performance and giving feedback. At first, the English teacher and the students work together to brainstorm

vocabulary which presents on the free-production activity. It could be the input text for them. It is expected that the students produce more language with sufficient vocabulary. Secondly, the English teacher provides conversational starters. The starters encourage them to speak up ideas, opinions, agreements or making judgements. The starters may trigger them to speak more naturally and more spontaneously. Thirdly, the teacher takes video on the students performances. It is aiming at maximazing the students' participation and minimizing threat. Finally, the students review the video for intensive self and peer feedback. They may observe their own or their peers' strengths and weaknesses. It means that corrections do not only come from the teacher but they come from fellow learners as well.

Meanwhile, Feez and Joyce (Richards, 2008: 31-33) propose genre based approach which includes five stages of teaching speaking. The first stage is Building Knowledge of the Field(BKOF). This first stage is aiming at building students' knowledge about materials which are going to be learnt. In this stage, the teacher introduces an authentic model of the text-type, interview for example. He encourages learners to activate background knowledge of it through giving eliciting questions such as: When usually people conduct an interview? In what situation an interview is usually conducted? And What do they say during the interview? Then, the teacher and the students explore the immediate context of situation by investigating common vocabulary and expressions employed in an interview. To make it understandable for everyone, he could use pictures, media, videos, and other teaching aids to activate their prior knowledge.

The second stage is Modelling of the Text(MOT). In this stage, the students investigate the structural pattern and language features of the target material and then compare it with other examples of the same text-type. The teacher could give listening practices as the input text, for example. The other examples of activities in the MOT stage are presenting the materials by using board work, matching and labelling pictures with suitable expressions, and spelling and pronouncing the expressions. In this stage, the teacher acts as a facilitator. He facilitates students with sufficient learning materials and learning kits. Therefore, they learn new languages by maximizing the use of the learning kits and the materials given.

The latter stage is called Joint Construction of the Text (JCOT). In this stage students begin to practice using the construction of the whole examples of text-type. It means that they begin to try out the new language they have already learnt. For example, they make small group construction of texts. Some other examples of activities in the JCOT stage are teacher questioning, discussing and editing the examples of text-type, jig saw, information gap activity, and dictogloss. In this stage, the teacher gradually reduces his contribution on the teaching learning process. On the contrary, the students move closer to being able to control the text-type independently.

The next stage is Independent Construction of the Text(ICOT).In this stage, the students work independently with the text. For example, they are asked to carry out conversations in the target language. It is aiming at encouraging them to expand their language experiences. Some other activities of ICOT are sequencing pictures according to audio materials, making spoken presentation to the class,

role playing, underlying materials in worksheet, answering questions according to passages, and writing personal experiences. In this stage, the teacher barely contributes to the students' performances. In addition, their performances are used for achievement assessment.

The last stage is Linking of the Text (LOT). In this stage, students investigate how and what they have learnt in the teaching learning process can be related to other texts in similar contexts and to future or past cycle of teaching and learning. An example of activities which links the text-type to related texts is role playing what happens if the same text-type is used by people with different roles and relationships.

#### **f. Characteristics of Successful Speaking Activity**

English teachers often neglect speaking on their teaching learning process because it is difficult to perform. Some say that it is difficult to assess students' performances. However, they still have to include it on the classroom interaction. In order to carry out successful speaking, the students should fulfill some characteristics of a successful speaking activity which can be used to assess the teaching learning process. According to Ur (Jondeya, 2011: 48), some characteristics of a successful speaking class are presented on the following points.

- 1) Learners talk a lot: As much as possible of the period of time allocated to the activity is in fact occupied by learners' talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- 2) Participant is even: Classroom discussion is not dominated by a minority of talkative participants. All have a chance to speak and contribute to the discussion.

- 3) Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 4) Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other and of acceptable level of language accuracy. (Ur in Jondeya, 2011: 48)

In connection with the description above, the speaking class supposes to be dominated by the learners' talk. They suppose to communicate at each other to speak out their minds by using language they have learnt. Furthermore, the speaking activity should not be dominated by a few talkative learners. Then, each of the students should have an equal chance to get involved in the speaking activity. In addition, a successful speaking is characterized by high motivation. The students should be highly motivated to be engaged in all the classroom tasks. Last but not least, the language should be in an acceptable level of the learners' comprehension.

#### **g. Teaching English for Specific Purposes**

English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (Richards, 2006: 12). The teaching of English of ESP must fit to the students' educational or occupational future carrier. It must be beneficial for them to learn target language and target registers needed for particular roles (e.g. engineer, flight attendant, receptionist, waiter, tourist guide, presenter, etc) rather than to practice their communicative ability on general English. The implication of this to TLP is that teachers have to design activities which are relevant to language needs of ESP learners. The teachers should be aware of differences in vocabulary, grammar, functions of speaking, and the need for particular skills.



#### **h. Teaching English for SMK Grade XI**

Teaching English for *Sekolah Menengah Kejuruan*(SMK) is aiming at educating the students to have the abilities of mastering core English knowledge and skills to support specialty achievement and apply the knowledge and skills to communicate at intermediate level either in the form of oral or written English. The standard of competence for SMK grade XI is to be able to communicate in English at elementary level. The grade eleventh students should be able to perform English effectively in most informal and formal situations pertinent to social and community life and everyday commerce and recreation, and in situations which are not linguistically demanding in vocational fields. To achieve the aims, standard of competency and basic competencies for vocational school have been formulated. The standard of competency and basic competencies for grade XI vocational school students are shown in the table below.

**Table 2: Standard of Competency and Basic Competencies for Grade XI Vocational School Students**

<b>Standard of Competency</b>	<b>Basic Competencies</b>
1. Communicate at elementary level	<ul style="list-style-type: none"><li>1.1 Participating in everyday exchanges either in professional or personal contexts with second English speakers</li><li>1.2 Taking a note of simple messages either in direct or indirect conversations</li><li>1.3 Describing job and educational background in the form of oral and written English</li><li>1.4 Telling past experiences and future plans</li><li>1.5 Expressing a number of expressions</li><li>1.6 Understanding simple instructions</li><li>1.7 Creating short messages, directions and lists by using proper vocabulary, spelling, and patterns.</li></ul>

### **i. Evaluating Speaking**

One of the biggest challenges of English teachers is to assess speaking. For some reasons assessing speaking is difficult. However, assessing speaking is not impossible to be administered. Today, English teachers could identify the correct level of English proficiency of students by giving spoken tasks to be performed and then grading their level relating to scoring scheme for oral proficiency.

Generally, Syakur (Dewi, 2010: 2) mentions at least five components of speaking skill recognized in analyses of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension. Brown (2004: 172-173) defines the five speaking components as follows.

- 1) Pronunciation is the way for students to produce clearer language they speak.
- 2) Grammar is the way for students to arrange correct sentences in conversations.
- 3) Vocabulary deals with appropriate diction which are used by students to express their ideas in oral communications.
- 4) Fluency can be defined as the ability to speak fluently and accurately.
- 5) Comprehension deals with the ability to respond speech appropriately.

The English teachers' challenge is to assign the students' scores which ranging from 1 to 5, for each of the components above. The students' performances are judged through a detailed category, to fall between level 1 (the students cannot perform at all in English) and level five (the students' speaking proficiency equivalent to an educated native speaker). The detailed description of the oral proficiency scoring categories can be seen on the Appendix. The following section describes theories relating to role play.

## **2. Role Play**

This study aims at improving speaking skills of students of Tourism Department of SMKN 7 Yogyakarta in the academic year of 2012/2013. The discussion below focuses on role play as a strategy the researcher used to improve the students' speaking skills. Hence, this section presents the definition of role play, the significance of role play, the procedure of implementing role play, and related studies about role play.

### **a. Definition of Role Play**

Role play is an activity in which students assume a particular personality of a different person, and they have to accept the duties and responsibilities of their roles, and do the best they can in the situation in which they find themselves. Byrne (1986: 119-122) says that role play normally involves students playing people in imaginary situation. They were given an opportunity for making open-ended dialogues as starting point. This activity gives them a sort of chart telling them what situation they must act, what the sequence of events and which functions they must use when they are interacting. They need to familiarize themselves with the context in detail including situation, characters, vocabulary, and pronunciation. Finally, they have freer opportunities to perform their play.

According to Harmer (2001: 92), role play refers to activities in which students are asked to imagine a situation and then act based on the given situation. They may act, for examples, as tourists who are asking for direction, as tourist guides who are explaining Prambanan Temple to foreigners, as travel agents who are handling a telephone from a customer. In accordance with Harmer, Thornbury

(2007: 81) defines role play as speaking activities in which learners take an imaginative leap out of confines of the classroom, in which there is the adoption of another character, as when a student pretends to be a retailer bargaining with a Japanese tourist. Furthermore, role play is defined as one of popular pedagogical activities in communicative language teaching classes in which students are free to be somewhat creative in their linguistic output (Brown, 2004: 174).

In reference to Hertel and Millis (2002: 17), role play or simulation is a part of learning activity which based on reality. It contains parts of reality that the teacher considers relevant to previously identified learning objectives. Usually, it involves three components. They are people, environment, and activities. The people are the teacher and the students. The environment consists of the simulation itself and the rules. The rules relate both to the simulation environment in which the actors play and to the class where the students are the members. While the activities relate to those that prepare the students for performing their roles, those that are related to the conduct of the simulation stage and those that foster the debriefing stage.

In addition, Errington (1997: 3) defines role play as a planned learning activity designed to achieve educational purposes which is based on three aspects experience in everyday life including role-taking which refers to pressure of social expectations on role, role-making which relates to ability to act different roles, and role-negotiation which refers to the degree to which roles are negotiated by other participants.

Role play, thus, refers to a learning activity in which students could learn parts of real world context by putting themselves in roles of different persons and then acting according to the situation they are in. In this case, role play is more than having fun with new personalities, however, it should reinforce knowledge or skills needed by the students. To achieve this, English teachers need to make clear objectives in every stage of role play.

#### **b. The Significance of Role Play**

Role play has a great significance for foreign English language teaching. To begin with, role play is one of effective methods to improve one's communicative competence. In line with Tompkins (1998: 1), role play is an exceptional method for L2 learning since it encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening atmosphere and can create motivation and involvement necessary for learning to occur. It can be a rewarding experience for both the students and teacher because when role play is employed, it can be integrated to other language learning activities and adapted to the students' need and level.

In connection with Davies (1990) role play has many advantages for language teaching and learning. It bridges the gap between course-book dialogues and natural usage by providing insights into how to handle tricky situations. If it is considered as a teaching method, it can become a main aid in the acquisition of communicative competence, fluency and adaptability. The other advantage is that students become more confident in their use of English by experiencing the language in operation.

Larsen-Freeman (2000: 134) asserts that role play is important because it gives learners an opportunity to practice communication in different social contexts and roles. They are given more of choices to construct their oral productivity. Furthermore, role play provides them to be involved in meaning-negotiated conversations where real information is exchanged, and where the language use is not totally predictable.

Moreover, Jones (1982: 134-135) convinces the effectiveness of role play in English language teaching. He says that role play is highly memorable and can have a profound effect on personal development. Students can learn not only during the event and in debriefing stage but days and weeks later. They could also be engaged in areas in which social and cultural issues are taken into account. It may involve the outside ethics of real world and inside ethics involving the thoughts, emotions, attitudes, and behaviour of participants within the events.

The following, role play has shown positive effects towards language production needed by ESP students. The students who learn English for Specific Purposes, need a teaching method attempting to teach them the specific kind of language and communication skills needed for particular roles (Richards, 2006: 12).

Then, role play is beneficial for developing students' creative thinking and learning competence. In reference to Richards (2008: 5), role play can provide a source for practicing how to use talk for sharing and obtaining information as well as for carrying out realworld transactions. Thus, students' ability of producing utterances and their creativity of figuring out the given contexts are likely to

improve. Similarly, Brown (2004: 174) states that role play makes it frees to students to be someone else and say based on their roles. He adds “In some versions, role play allows some rehearsal time so that the students can map out what they are going to say”. It has the effect of lowering anxieties as students can take on the persona of someone other than themselves.

### **c. Procedure of Implementing Role Play**

Joyce and Weils (Sinaga, 2009: 14-15) explains four stages of implementing role play in the teaching learning process. The stages are orientation, participant training, simulation, and debriefing. Each of stage has different puposes and activities. The explanation below clarifies each of the stages.

The first stage is called orientation. In this point, the teacher introduces topics which are going to be discussed and then links it to the real world contexts. He may tell students that it is the first time for them to have role play. He activates their imagination and helps them figure out target situations in the classroom. In this stage, also, he gives language models and target expressions to be experienced in the simulation stage.

The second stage is participant training. In this stage, detail information about the activity is given such as: scenarios, rules, procedures, roles, scoring rules, and aims of the role play. Videos which relates to the material could also be given. The teacher puts some students into different roles, and then they are given chances to do a brief role play as a model for other learners.

The later stage is simulation. All of them are given chances to act their roles. They bring about conversations freely without the teacher's intervention. At the end of the stage, he gives feedback on the students' performance. He may correct mistakes and errors. Finally, the debriefing stage aims at developing students' ability to describe the situation, re-identify the process or story line and connect the given situation with real contexts.

The stages above are the procedure of implementing role play. Following the stages orderly could bring success in the students' speaking performance. Thus, the English teachers require to keep the stages of role play in mind. In summary, role play consists of orientation, participant training, simulation, and debriefing.

#### **d. Studies Related to Role Play**

This section aims at reviewing previous studies related to the current study. There are several studies found that role play is effectively improve tourism students' speaking performance. The studies were conducted in different settings in which English is regarded as a foreign language. The studies are described as follows.

Liou (2010) conducted research entitled "Arousing the College Students' Motivation in Speaking English through Role Play". The researcher divided freshmen in Beijing University into target and control groups. The students who belonged to the target group were taught speaking skills using traditional teaching method. The control group, otherwise, learnt speaking through role play. The findings of the research show that role play was more effective in arousing



the college students' motivation in speaking English than traditional teaching method.

Shen & Suwanthep (2011) conducted a study entitled "E-learning Constructive Role Plays for EFL Learners in China". The study found that e-learning constructive role play had positive effects on improving the speaking performance of students at various level proficiency levels. Most of them expressed positive opinions towards the implementation of the e-learning role play. They actively interacted with friends. In addition, they increased talk time during the role play. It proved that they became the center of speaking learning process. Meanwhile, the teacher became a study helper instead of a lecture giver.

Furthermore, Armstrong (2003) carried out a study relating to role play. The results of the study show that role play had many advantages in tourism and hospitality teaching. Role play was successful in encouraging vocational skill development and comprehension of business practice, oral business communication skills, and interpersonal and teamwork skills. The participants of the study said that the activity was particularly useful for their future carrier because role play enabled them experiencing real world contexts.

Haruyama (2008) conducted a study investigating the effectiveness of role play and dramatization in foreign language education. Seventeen students who studied at one of private universities in Tokyo participated in the study. The findings of the study emphasized that role play offers numerous advantages to the English foreign language teaching. Role play improved their pronunciation and skills of using gestures and facial expressions that go along with the language.

Moreover, not only did role play prompt students to acquire positive, living language attitude and way of thinking in another language but it encouraged them to learn the culture as well.

Sinaga (2009) carried out a study of implementing a simulation method for students grade eleventh of SMAN 2 Bantul. The findings of the study show that the use of the simulation method improved the students' speaking ability. The teaching learning process, which included time allocation, students' management, material presentation, media and method application, and student-teacher responsibility, could be done well. In addition, interaction between the students and the teacher ran well. This could be seen when the teacher gave opportunities for them to actively get involved in the functional authentic pragmatic modes for meaningful purposes. They could use English through interpreting, expressing and negotiating meaning. Finally, simulation could improve the students' speaking performance.

In the same respect, Ratnawati (2010) conducted research to improve students speaking ability through role play of the grade tenth students of SMKN 6 Surakarta. The research was quantitative research which used the students' pre-test and post-test scores to make judgments. The students' mean score before the action was 4.4375. It improved up to 6.5625 at the end of second cycle, and gradually upped to 7.8125 at the end of third cycle. The statistical differences between the mean scores of the pre-test and the post-test proved that role play was effective for improving the students' speaking ability.

A number of studies above prove the effectiveness of role play activities to improve students' speaking ability in educational settings and professional areas. Role play gives opportunities for students to understand what exchanges needed for their future needs and to practice the target exchanges in contextualized situations. Then, role play enables them to reduce their anxiety of making mistakes. Moreover, role play is helpful to develop their creative thinking skills and creativity. They could experience real English culture and language by getting involved in the activity. To sum up, role play is beneficial for enhancing students' communicative abilities.

### **B. Conceptual Framework**

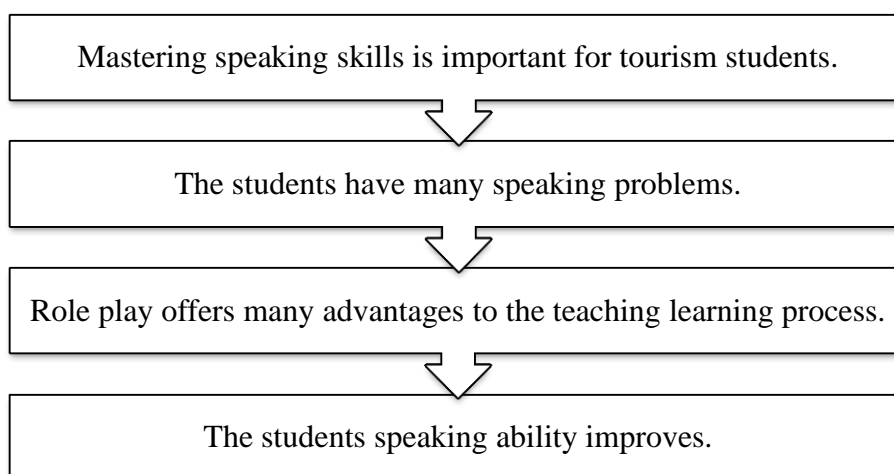
Mastering speaking skills of English is essential for tourism students. It has an important role with regard to meet the global trend and their future career needs. However, it is found that the students of tourism department of SMKN 7 Yogyakarta have many speaking problems which need to be solved soon. Firstly, they lack of confidence. They are shy of showing their speaking ability in front of class because they were afraid of making mistakes. Second, they lack of vocabulary mastery. Thus, they cannot express their ideas in English fluently. It indicates that their language experience is limited too. Thirdly, their pronunciation is not good. Besides, low motivation becomes a barrier to improve their speaking ability.

In this regard, role play is believed to be effective to improve their speaking skills. Role play provides a wide range of opportunity for students to practice new language and behavioral skills in a relatively non-threatening

atmosphere and can motivate them to learn and to be involved in the teaching learning process. Furthermore, it enables them to re-construct discourse or situation. They are given a situation that they must act on it. This kind of task gives a more clear picture of how well they comprehend particular roles, and whether they are survive at real world transaction. In addition, it encourages interaction between students and teacher. Then, it motivates them to develop creativity when they are experiencing real life language without experiencing a real context. In the other word, it gives them opportunities to practice communication in different social roles and contexts.

In summary, it is expected that role play is effective to improve the students speaking ability. The implementation of role play in the teaching learning process is hoped to solve the speaking problems encountered by the students of Tourism Department of SMKN7 Yogyakarta. Therefore, their speaking skills improves. The conceptual framework of this study is shown on the table below.

**Table 3: The Conceptual Framework**



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research method. It includes research design, research procedure, research subjects, research setting, data collection technique, data analysis technique, and finally the ways to ensure validity and reliability.

#### **A. Research Design**

This study was categorized as action research. In this study, the researcher who acted as the English teacher and the real teacher who acted as the collaborator made self-reflections on her own speaking class. In line with Burns (2010: 13), action research is a reflective practice which is done by teachers to bring about better results of their classes. First of all, she identified the gaps between the ideal teaching learning process and the facts of their teaching situation. Then, she designed a course grid and lesson plans before put it into action. After that, she reflected on the classroom interaction. She evaluated it and made some changes to bring about improvements in the teaching learning process.

The key features of action research, according to Denscombe (2007:123) and Burns (2010: 2), are practical, change, cyclical process and participation. The research was conducted to solve speaking problems occurred in Unit Pelayanan Pariwisata (UPW) of SMKN 7 Yogyakarta. It was aiming at obtaining better results on the students' speaking ability. To achieve the aim, it followed 'cyclical process' which included planning, acting, observing and reflecting. Then to fulfill 'participation', it was done collaboratively with the English teacher.

## **B. Research Procedure**

The research procedure was based on Kemmis and McTaggart's model. The research consisted of two cycles. Each of them was divided into four steps. They were two plannings, two actions, two observations and two reflections. Firstly, problems of the field were identified through some instruments. They were interviews, observations and documentations. Secondly, a series of plans was developed to solve the problems. The plan, then, was put into action. During the implementation of the action, the researcher and the collaborator observed the teaching learning process. After that, they made reflections on it.

### **1. Planning**

In this stage, the gaps between the ideal speaking class and the actual practices of the students' speaking ability were identified. It was done to find out the crucial problems that need to be improved soon. The researcher used three methods to identify the field problems. First, a classroom observation was conducted. Second, an interview with the English teacher was done. Thirdly, a pre-test was administered to measure the students' speaking ability. The result of the three methods found that the students have difficulties in speaking. The speaking problems avoided them to have good speaking skills.

Having identified the problems, the researcher and the collaborator made a series of plans. They discussed a course grid, lesson plans, the teaching technique, the materials, the activities, the learning kits, the time allocation and

the evaluating technique. In the planning stage in Cycle II, they made some changes on the activities and added some actions.

## **2. Action**

In this stage, the plans were put into action. The researcher was acted as the English teacher. She taught speaking to the students by implementing role play as the teaching technique. She gave vocabulary and pronunciation tasks to them. She gave examples of the target language and then asked some of them to practice it in front of the class. After that, she asked them to do role play in front of the class. While conducting the action, they were documented using a video recorder to see the situation of the teaching learning process and the quality of the students' speaking ability. It was done to collect more precise qualitative data. During the action, fieldnotes were also taken by the collaborator to see direct evidences of the teaching practices.

## **3. Observation**

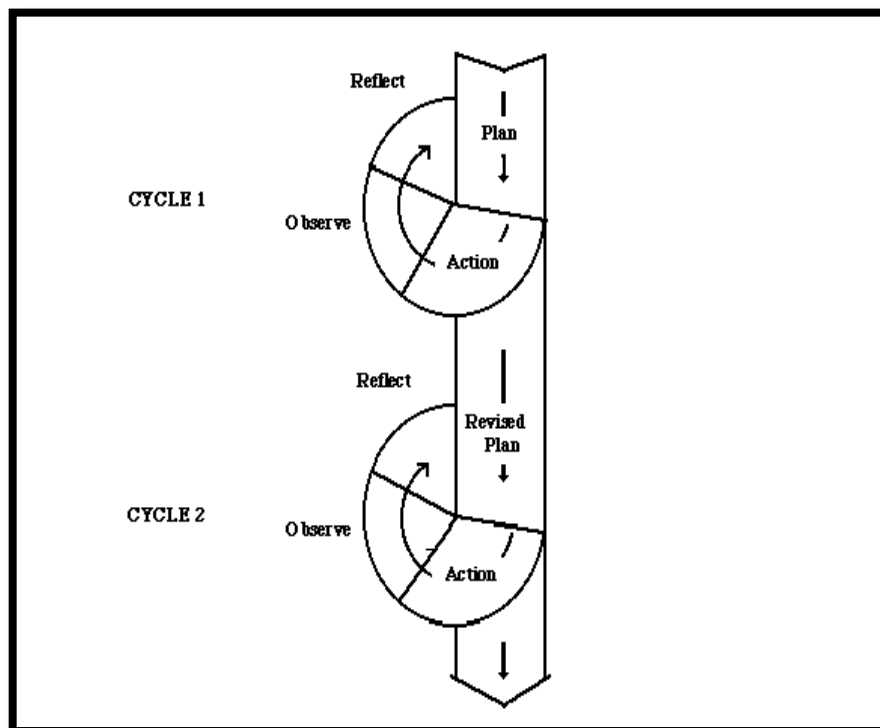
Observation was done by the researcher and the collaborator. While the researcher was teaching speaking, at the same time the collaborator was observing the teaching learning process. An observation guideline was used to seek information regarding with the classroom interaction and the students' speaking ability. They used the observation guideline to make field notes. In addition, the classroom interaction was recorded by using a video recorder. It was done because the videos could give a whole picture of the classroom interaction. Thus, it could be helpful to make reflections. In addition, to collect richer qualitative data, interviews with the English teacher and the students were conducted. It was aimed

to gather their opinions towards the teaching learning process. The use of multiple perspectives was done to avoid subjectivity in interpreting the data.

#### 4. Reflection

At this point, the researcher made reflections on the action that has been done. The fieldnotes, the interview transcripts and the videos were carefully used to see the strengths and the weaknesses of the action. Both the researcher and the collaborator shared opinions, feelings, and evaluations on the teaching learning process based on the data collected through the instruments. They worked together to attain the general finding of one complete cycle. Finally, it was used to draw conclusions whether the students' speaking ability improved or not. The result of the reflection was used to design the plan of the next cycle. The procedure of the research is shown on the table below.

**Table 4: Cyclical Process of Action Research**





### **C. Research Subjects**

The subjects of the research were 36 students of Tourism Department of SMKN 7 Yogyakarta in the academic year 2012/2013, the English teacher who acted as the collaborator and the researcher. There were 33 female students and 3 male students took part in the research. The reason of taking the students was because they were vocational students of tourism department who were going to work in tourism industry. They were required to have good speaking ability so that they could be more successful on their career. Next, the students were chosen because the result of the observation showed that they had difficulties in speaking. The speaking problems need to be solved soon. Therefore, the researcher and the collaborator worked collaboratively to bring about better results on their speaking ability.

### **D. Research Setting**

The research was conducted at SMKN 7 Yogyakarta. It is located at Jl. Gowongan Kidul JTIII/416 Yogyakarta. The research was conducted in the first semester of 2012/2013 academic year. The action of the research was conducted once a week on every Thursday. It was done four times in which the time allocation for each meeting was 135 minutes. The action of the research was held on October 25<sup>th</sup>, November 1<sup>st</sup>, November 22<sup>nd</sup> and November 29<sup>th</sup>.

There are some reasons for the selection of the setting of place and time of the research. First, SMKN 7 Yogyakarta was a vocational school which has *Unit Pelayanan Wisata* (UPW) as one of its departments. Second, the reconnaissance process showed that the students of the UPW class grade XI had many speaking

problems. Third, they were going to have *Praktek Industri* (PI) in which they had to speak English well with foreigners. As a result, the researcher carried out a study to solve speaking problems at UPW class grade XI at SMKN 7 Yogyakarta in the academic year of 2012/2013.

#### **E. Data Collection Technique**

There were qualitative and quantitative data in this research. The qualitative data provided evidences of the students' attitude towards the teaching learning process and the description of their speaking ability. The qualitative data were obtained through observations, interviews and documentations. The observations and documentations were taken during the TLP. Meanwhile the quantitative data was collected by administering pre-test and post-test which aimed to get the statistical evidence of their speaking improvements. The result of the qualitative data, then, was compared to the findings of the quantitative data.

##### **1. Observation**

Observation was done to draw on the direct evidences of the students' speaking ability and the interaction during the teaching learning process. Both the researcher and the collaborator observed the two aspects. While undertaking the observation, fieldnotes and videos were taken so that empirical data were obtained. To make field notes, they used an observation guideline. The guideline were divided into two categories. They were observation guideline for teacher which focused on paedagogical and intrapersonal skills of the teacher and observation guideline for student which focused on the students' speaking ability and motivation. The outline of the guideline are shown on the following tables.

**Table 5: The Outline of Observation Guideline for the Teacher**

No	Observation Objects	Indicators
1	Paedagogical skills	<ul style="list-style-type: none"><li>- Using clear presentation skills.</li><li>- Creatively adapting handouts and other audio visual aids.</li><li>- Using interactive motivating techniques to create relaxed learning climate.</li><li>- Stimulating interaction, cooperation and teamwork in the classroom.</li><li>- Giving optimal feedback.</li></ul>
2	Interpersonal skills.	<ul style="list-style-type: none"><li>- Showing enthusiasm in the teaching learning process.</li><li>- Appreciating the students' opinions and ability.</li><li>- Trying to share ideas and thoughts with the students.</li></ul>

**Table 6: The Outline of Observation Guideline for the Students**

No	Observation Objects	Indicators
1	The students' speaking ability	<ul style="list-style-type: none"><li>- The students' pronunciation is good.</li><li>- The students are able to speak with appropriate grammar accuracy.</li><li>- The students could express ideas in English with appropriate words.</li><li>- The students speak fluently.</li></ul>
2	The students' motivation	<ul style="list-style-type: none"><li>- The students enthusiastically get involved in the teaching learning process.</li><li>- They initiate to speak English in the classroom.</li><li>- They feel free to ask questions or to express their own ideas.</li></ul>

## 2. Interview

A number of interviews were carried out to get richer data and gain less subjective results. The interviews were aimed at exploring the English teacher and the students' attitudes on the teaching learning process. This research conducted structured interviews with the English teacher and the students. The reason of

taking structured interview was because it could eliminate errors in collecting the data and allow quick analysis of the data. While carrying out interviews, videos of the students' and the English teacher's responses were taken. It was aimed at getting a complete picture of their perceptions, feelings and attitudes to the teaching practices which later were used to build interpretations and finally draw conclusions of the general findings of the research.

### 3. Test

The quantitative data of the research was collected through administering speaking tests. Firstly, they were given pre-test which conducted before the implementation of role play. At the end of every cycle, they were also given post-tests. After that, a comparison of the three scores was drawn to see the statistical facts of the students' speaking improvements.

### **F. Data Analysis Technique**

There were qualitative data and quantitative data in the research. The qualitative data was analyzed through five processes of analyses as it is proposed by Burns (1999: 156-160). The processes were assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes. As the starter point, the researcher collected data from fieldnotes, interview transcripts and videos. The researcher, then, read the data repeatedly until she got a clear picture of the teaching learning process. She analyzed the students speaking skills and the process of learning speaking to see whether the actions applied in this research improved both the process and products. Next, comparisons had been made to see whether the patterns were repeated across the

different types of data gathering techniques. At this point, the researcher compared the fieldnotes to the interview transcripts. Comparing more than one perspective was done to get trustworthiness of the research. Then, interpretations were developed before finally presenting the findings of the research. On the other hand, the quantitative data was analyzed by using Microsoft Excel Program to gain the mean scores of the pre-test and post-test. Then, the scores were compared to see whether there was a statistical difference between them.

## **G. Validity and Reliability**

### **1. Validity**

In regard with Anderson in Burns (1999: 161-162), experimental educational research has different concepts of validity from general qualitative research. Anderson has listed five validity criteria that are believed to have closely links to changes in educational practices. The five criteria are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The description below described how the research fulfilled the five criteria.

#### **a. Democratic Validity**

Democratic validity is defined as “the extent to which research is done in collaboration with all parties who have a stake in the problem under investigation” (Anderson in Burns, 1999: 161). To fulfill democratic validity, the research has been carried out collaboratively with the English teacher. The researcher and the English teacher worked together from the reconnaissance and planning stage until the reflection stage. They shared ideas, opinions, evaluations and suggestions to

bring about changes in the classroom interactions. This was done to avoid the researcher's bias and provide checks on the reliability of the observations.

b. Outcome validity

“Outcome validity relates to the notion of actions leading to outcomes that are successful within the research context”(Anderson in Burns, 1999: 161). Outcome validity of the research has gained through reframing the problems and reviewing the literature that was believed to be effective to solve the problems. Then, the researcher and the collaborator made a series of plans to improve the students' speaking ability.

c. Process validity

Process validity refers to the extent to which problems are framed and solved in a manner that permits ongoing learning by the individual or system (Anderson in Burns, 1999: 161). To get process validity, the research collected data from different types of data gathering techniques. It has done to collect more than one perspective that later would be compared and contrasted to build interpretations and finally would be used to make conclusions.

d. Catalytic Validity

“Catalytic validity relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it”(Anderson in Burns, 1999: 161). To fulfill catalytic validity, the researcher and the collaborator observed the students' behaviour changes during teaching learning process. While undertaking observation, at the same time the students' linguistic and non-linguistic cues were recorded through video recording. It was done to see whether the speaking

problems had been solved or not. As the speaking problems were still existed, the researcher made some revisions of the plans with considering the students' learning styles. It helped her to make changes and bring about more effective speaking learning process.

e. Dialogic Validity

Dialogic validity relates to the processes of peer review of the research data. To obtain dialogic validity, the researcher has made some discussions with other researchers who conducted similar types of research in different settings. They discussed indicators of good speaking ability and characteristics of good speaking classroom, data collection technique and ways to ensure validity and reliability of the research.

## **2. Reliability**

Reliability refers to “whether a research instrument is neutral in its effect and content across multiple occasions of its use. The research has to produce the same results on different occasion” (Denscombe, 2007). In order to enhance trustworthiness of the research, the researcher used more than one triangulation technique. They were time triangulation, investigator triangulation, and theoretical triangulation. To obtain time triangulation, the data collected at different point of times. Second, to fulfill investigator triangulation, the researcher worked with the collaborator to avoid observer bias and subjectivity. Thirdly, the research fulfilled theoretical triangulation by analyzing the data both qualitatively and quantitatively.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The research was aiming at improving speaking ability of students of Tourism Department of SMKN 7 Yogyakarta in the Academic year of 2012/2013. This chapter presents the research findings and discussion. The findings of the research are presented in two sections. The first section discusses the reconnaissance step. The second one presents the implementation of the action and discussion. Then, it is followed by the discussion of the general finding of the research.

#### **A. Research Findings**

The research findings present the description of reconnaissance and the implementation of role play in the teaching learning process.

##### **1. Reconnaissance**

This section presents identification of the field problems, the problems to be solved based on the urgency level and feasibility, the actions to solve the problems, and the relationship between the field problems and the actions given.

##### **a. Identification of the Field Problems**

In this step, the researcher identified problems which occurred in the English teaching learning process at UPW (Unit Pelayanan Pariwisata) class of SMKN 7 Yogyakarta. She identified problems related to the teaching of speaking. The field problems were collected through a classroom observation, an interview with the English teacher, and pre-test. More than one data collecting techniques were used to get a broader picture of their speaking problems.



To begin with, the researcher conducted a classroom observation on September 13th, 2012. She observed the classroom interaction while the English teacher was teaching about hobbies and interest to the class. The field note below presents the result of the classroom observation.

Date : September 13th, 2012

ET : English Teacher

The ET entered the class at 7.15. Students greeted her cheerfully. They looked happy. One of students led a prayer. "How are you doing?" said the ET. Nobody answered it because they did not know its meaning. She changed the question "How are you today?" At this time, they all replied.

ET told the aim of the teaching learning process at 7.30. "Today we'll study about hobbies and interests". **She did not use handouts or LKS (Lembar Kerja Siswa) but she preferred to write down the material at the white board. Firstly, she explained grammar.** She wrote the use of "like" in sentences. The students wrote it down on their book. A few moments later, she interacted with them. "So, Rita what is your hobby?" "Ehmm, my hobby is reading book". The interaction between teacher and the students ran well. She encouraged students to use English expressions. Some students were very active while she was giving eliciting questions about hobbies and interest. **On the other hand, other students were having chat with friends.**

At 7.45 she grouped the students into two big groups. She gave flash cards to them, and then explained the rule. They would be an interview and an interviewer. They would exchange information about name, hobby, interest, age, marital status, number of children and job. Firstly, ET helped them to brainstorm useful English expressions. **However, she explained it briefly so there were some students missed the words.** Later, they practiced speaking in pairs. At that time, the class was very noisy. They carried out conversations in pairs. During the conversations, there were many speaking problems occurred. **Most of them mis-pronounced "technician", "say", "excuse", "old", "may", etc. They should learn falling and raising intonation too. Some of them did not know how to make questions in a good way. Then, they groped for words. In addition, they made grammatically inaccurate sentences.**

At 8.20 ET stopped the activity. Everybody came back into their own chair. She called all interviewers in front of the class. She asked them to interview their friends again. **While conducting the interview, there were some students having difficulties in making sentences in a good order.**

AT 8.30 ET gave feedback. She corrected the students' pronunciation mistakes. Then she closed the class by saying "That's all for today. I hope you can express giving and asking information. See you next week".

In line with the field note above, there were problems in the teaching and learning process of the UPW class. First, long explanations of grammar were given. The teacher provided the rules for putting words together, and she often instructed the students to focus on the form of words. Second, they had low vocabulary mastery. They could not express ideas in English, especially relating to tourism. They could not find the English expressions to express their ideas in English, except the most basic conversations like greeting, introducing, and saying goodbye. In addition, their pronunciations were not good. They made pronunciation mistakes during the classroom observation. Then, they did not pay attention to macroskills of speaking such as context, participant, degree of politeness and body language. Furthermore, the teacher did not use teaching aids such as videos or audios. She did not use it to support the teaching learning process. Moreover, she did not give handouts or printed materials to them. They had to write down the teacher's explanation on their books. It was supported by the following interview transcript.

(4: 01)	R	:	<i>(‘Apakah ibu menemui kesulitan ketika mengajarkan speaking kepada murid-murid?’)</i> <b>(‘Do you find any difficulties when teaching speaking to the students?’)</b>
	ET	:	<i>(‘Ya kalo dari kelas UPW itu hanya sekitar 6 anak yang aktif, mungkin karena kosa-katanya terbatas ya jadi mereka enggan.’)</i> <b>(‘There are only six active learners on UPW class. Because of limited vocabulary, most of them are reluctant to speak up.’)</b>
	R	:	<i>(‘Terus ada kesulitan yang lain tidak bu?’)</i> <b>(‘Are there any other difficulties ma’am?’)</b>

ET : (*Ehmm kebanyakan dari mereka malu karena pronunciationnya kurang bagus, spellingnya takut salah. Gak PD mereka.*)  
**(‘Most of them are shy because their pronunciations are poor and they are afraid of making spelling mistakes. They lack of confidence.’)**

(App B/Intv 1/T/13/09/12)

In connection with the interview transcript above, the students lack of confidence. They were afraid of making pronunciation and vocabulary mistakes when they were speaking. Therefore, most of them were shy of showing their speaking ability in front of the class. Besides, the materials given by the teacher did not meet the tourism students’ needs. It did not help them learn the target language and the target registers needed for particular roles (e.g. waiter, waitress, receptionist, tourist guide, etc). Moreover, the teaching technique was monotonous because the English teacher used to give conventional teaching technique such as reading comprehension, grammar explanation, vocabulary memorization, and pronunciation drilling. She paid little attention to interactive speaking tasks. She rarely asked them to do role play, to have discussion, to do interview, or other interactive tasks. As a result, the students were passive in the class.

The description above shows that there were many problems which occurred in the teaching and learning process at UPW class of SMKN 7 Yogyakarta. The problems came from the students, the teacher, the teaching technique, the media and the material. The table below shows the problems occurring in the class during the English teaching learning process.

**Table 7: The Problems Occurring in the English Teaching Learning Process of Students of Tourism Department at SMKN 7 Yogyakarta in the Academic Year of 2012/2013**

<b>No</b>	<b>Problems Occured in the Class</b>	<b>Code</b>
1	The teaching learning process focused on grammar explanation and reading comprehension.	T
2	The activities were monotonous.	TT
3	The students were less enthusiastic on the teaching learning process.	S
4	The students lacked of confidence.	S
5	The students' pronunciations were not good.	S
6	The students had limited vocabulary mastery.	S
7	The students did not consider the context, politeness, formality, body language and facial expressions.	S
8	The materials did not meet the students' of Tourism Department needs.	Mt
9	There were limited handouts or printed learning materials.	Mt
10	The teacher did not use teaching media such as videos or audios.	Md
11	The teaching facilities (e.g. LCD, speakers, cassettes, etc) were not optimally used to support the teaching learning process.	F

Notes:

T : Teacher

TT : Teaching Technique

S : Student

Mt : Material

Md : Media

F : Facility

### **b. Determining the Field Problems be Solved**

After the field problems were identified, they were weighed based on the urgency level and feasibility. In line with the limitation of the problem presented previously, the problems were focused on the teaching technique and the students. The problems were taken because it affected the students' speaking ability. Therefore, the problems needed to be solved soon. It was expected that solving the problems carried out improvements to their speaking ability. The table below shows the field problems to be solved based on the urgency level and feasibility.

**Table 8: The Field Problems to be Solved Based on the Urgency Level and Feasibility**

No	The Field Problems to Solve Based on the Urgency Level and Feasibility	Code
1	The students did not consider the context, politeness, formality, body language and facial expressions.	S
2	The students lacked of confidence.	S
3	The students' pronunciations were not good.	S
4	The students had limited vocabulary mastery.	S
5	The students were less enthusiastic on the teaching learning process.	S
6	The activities were monotonous.	TT

S: Student

TT: Teaching Technique

### **c. Determining the Actions to Solve the Problems**

To solve the students' speaking problems, the researcher and the collaborator planned some actions. They decided to use role play as the teaching technique. The students were asked to make a role play based on the given situation. It was expected that they made use English expressions properly, fluently and politely during the role play. Then, the researcher and the collaborator also decided to give explanation about the context, the participants, the degree of formality, and the body language used by the participants.

Furthermore, the students were given vocabulary tasks and pronunciation practices. Moreover, videos of English conversations relating to the given topics were shown.

In conducting the actions, four teaching stages were done. The first stage was Building Knowledge of the Field (BKOF). In this stage, the students were given opportunities to recall background knowledge of the field and activate their prior learning experiences relating to the material given. They were also introduced to the context and the social purpose of the text given. The following stage was Modelling of the Text (MOT). In this stage, they learnt the dialogues related to the given topics. They enriched vocabulary mastery. They also compared spoken language to written language. Moreover, they practiced pronouncing words and sentences. The action was followed by Joint Construction of the Text (JCOT). In this stage, they were given opportunities to re-construct whole constructions of an example of the text given. Finally, the last step was Independent Construction of the Text (ICOT). In this stage, the students were given plenty opportunities to practice their speaking ability by doing role play in front of the class. In brief, the actions to solve the problems can be seen from the following table.

**Table 9: The Actions Applied in the Research**

No	The Actions Applied in the Research
1	Discussing the context, the participants, the degree of formality, and the body language use by the participants.
2	Giving vocabulary tasks.
3	Giving pronunciation practices.
4	Showing videos of English conversations suitable for the given topics.
5	Implementing role play as the teaching technique.

#### **d. The Relationship between the Field Problems and the Actions**

This section discusses the relationship between the speaking problems which occurred in the classroom and the actions had been determined. The actions were expected to improve the students' speaking problems. The table below shows the relationship between the field problems and the actions.

**Table 10: The Relationship between the Field Problems and the Actions**

<b>No</b>	<b>Problems</b>	<b>Actions</b>
1	The students did not consider the context, politeness, formality, body language and facial expressions.	Discussing the context, the participants, the degree of formality, and the body language use by the participants.  Showing videos of English conversations suitable for the given topics.
2	The students lacked of confidence.	Implementing role play as the teaching technique.
3	The students' pronunciations were not good.	Giving pronunciation practices.
4	The students had limited vocabulary mastery.	Giving vocabulary tasks.
5	The activities were monotonous.	Implementing role play as the teaching technique.

The first action was discussing the context, the participants, the degree of formality, and the body language used by the participants. It was aimed at increasing the students' awareness of macroskills of speaking. First of all, the teacher encouraged them to express their opinions about it. Then, they were asked to identify the context, the participants, the degree of formality, and the body language used by the participants.

The second action was giving vocabulary tasks. In connection with an interview with the English teacher, the students lack of vocabulary mastery. They could not find the English expressions to express their ideas in English. To solve

the problem, the researcher and the collaborator planned to give vocabulary tasks. The vocabulary tasks were in the forms of finding the Indonesian meaning of selected words, matching pictures with appropriate words and filling the blanks with suitable English expressions. Giving vocabulary tasks for them was expected to improve their vocabulary mastery.

Besides, the students were given pronunciation practices. First, they were given accuracy-based activity. They did 'listen and repeat' activity. It was expected to improve their oral production and auditory perception. Second, the students were given fluency-based activity by asking them to do role play. They were asked to make a role play in front of the class. The activity was aimed at creating strong link between pronunciation and communication and increasing their motivation to use English in actual communications. In brief, such practices were given to improve their pronunciation.

Then, the other action was showing videos of English conversations related to the given topics. The researcher expected that the use of videos could motivate the students' interest, provide authentic listening practice, and increase awareness of nonverbal cues. The videos were given after they completed vocabulary tasks. This sequence was selected because they could comprehend the content of the video better if they learn vocabulary first. While listening to the videos, the students were asked to pay attention to the nonverbal cues.

The last action was asking them to make a role play in front of the class. It was expected that the role play could increase their self-confidence. It was also hoped that they learnt English in a more communicative way so that they were



encouraged to make use the English expressions during the role play. In addition, it is hoped that they exchanged information when having the role play in front of the class so that real communications were expected to occur.

## **2. The Implementation of the Action and Discussion**

The aim of the research was to improve speaking ability of students of Tourism Department of SMKN 7 Yogyakarta. To achieve the aim, this research implemented three stages of action research. They were planning, action and observation, and reflection.

In the planning stage, the researcher and the collaborator worked together to design a course grid and lesson plans. They also decided the teaching stages, the teaching technique, the materials, the activities, the learning kits, the time allocation and the evaluation technique. The information about them were presented on the course grid and the lesson plans.

Having decided the plans, they moved to action and observation stage. In this stage, the plans were put into action. In this stage, the researcher acted as the English teacher, while the real teacher acted as the collaborator. They still worked together to observe the teaching learning process (TLP). While undertaking observations, she took videos of the classroom interaction. Moreover, they collected the students opinions towards TLP. It was done to help them to make reflections on their work.

In the reflection stage, they make reflections on the implementation of role play to improve the students' speaking ability. They evaluated it based on data collected through observation, interview and documentation. The complete

description of the implementation of role play is presented on the following section.

#### **a. The Report of Cycle I**

##### **1) Plan**

In this phase, a series of plans were made. The researcher and the collaborator decided to use genre-based approach. According to this approach, the teaching learning process includes BKOF (Building Knowledge of the Field), MOT (Modelling of the Text), JCOT (Joint Construction of the Stage) and ICOT (Independent Construction of the Text). Then, they also determined to use of role play as the teaching technique. It was selected because role play was believed to effectively improve the students' speaking ability. Later, they decided the schedule of the action which were conducted on October 25th, November 1st, November 25th, and November 29th. Besides, they agreed to carry out the action in two meetings. The time allocation for each meeting was 135 minutes (3x45 minutes). The meetings were different in terms of topics and materials.

##### **a) Meeting 1 (Taking orders)**

The researcher and the collaborator planned to present materials about taking orders at the restaurant. At the end of the course, students should be able to make use English expressions conveyed in ordering accurately, fluently and politely according to the situations given. To achieve the learning objective, they had to fulfill the achievement indicators. They were (1) identifying the contexts, the degree of formality of the language, the participants and the goal of ordering, (2) identifying the words relating to taking orders, (3) pronouncing the words

relating to taking orders, (4) identifying the expressions used in taking an order at the restaurant, (5) pronouncing the expressions used in taking an order accurately, and (6) making use of English expressions employed in ordering politely. The detail information of the lesson plan and the learning material are in the Appendix C. The researcher planned to use a laptop, an LCD, a speaker and handouts as the learning kits.

b) Meeting 2 (Taking reservations)

The researcher and the collaborator planned to present materials about taking reservations at the hotel. At the end of the class, they should be able to make use of the English expressions conveyed in a hotel reservation accurately, fluently, and appropriately according to the situations. To achieve the learning objective, the students have to fulfill the following indicators. They were (1) identifying the goal, the situation, the degree of formality of the language, and the participants of taking a reservation, (2) identifying words relating to taking a hotel reservation, (3) pronouncing words relating to taking a hotel reservation accurately, (4) identifying the English expressions conveyed in taking a hotel reservation, (5) pronouncing the English expressions conveyed in taking a hotel reservation, and (6) making use of the English expressions conveyed in taking a hotel reservation. The students' performance in the last activity was utilized as the evaluation of Cycle I. Their speaking performances were scored by using Oral Proficiency Scoring Categories. The detail information of the lesson plan, the learning material and the scoring scheme are in the Appendix C. The researcher determined to use a laptop, and LCD and handouts as the learning kits.

## 2) Action and Observation

### a) Meeting 1 (At the restaurant: taking an order)

The first meeting was held on November 25<sup>th</sup>, 2012. The researcher acted as the English teacher and the real teacher acted as the collaborator. While the researcher was teaching speaking, the collaborator observed the teaching learning process. Meanwhile, the co-collaborator took videos of the classroom interaction. As the bell rang, she entered the classroom. She introduced herself and called the roles. At the time, she found that some students were absent because they were participating in a debate competition. After that, she told the learning objective to the class.

The first activity was discussing the context of a given picture of ordering. The students were encouraged to give opinions about it. To encourage them, the teacher asked some eliciting questions. Some of them told that it happened in formal situation. Some others said that the waitress and the customer on the picture should use formal language. Some other students told that the waitress should be polite and friendly. It can be seen from the following fieldnote.

(4: 02)	Rdistributed handouts. Firstly, R told them to see the pictures in task 1 and asked some eliciting questions about it such as What do the waitresses do in the picture? Does the conversation take place in formal or informal situation? What should be considered by the waitress in that kind of situation? <b>They answered the questions by saying “It happen in formal situation” “The waitress should smile” “The waiter should be polite”. It indicated that the teacher interacted well with the students.</b>
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(App A/Fld3/25/10/12)

In connection with the field note above, the teacher tried to build interaction with the students. She stimulated interaction and classroom discussion by giving the eliciting questions to them. She got positive responds from them. It can be seen that they answered the questions. From the field note, it could also be found that they understood the context and the general ethic of taking orders.

The following activity was identifying words relating to taking orders. The teacher explained about menu which included appetizers, side dishes, main courses, and desserts. In this activity, the students learnt the menu from the handout given. They matched the menu with the pictures. They looked very enthusiastic to learn it. It can be seen from the following field note.

(4: 03)

R asked them to match the words and the pictures. **They did it enthusiastically.** They shared their work with others. Some of them consulted the dictionary.

(App A/Fld 3/25/10/12)

The finding above was supported by the following interview transcript. It indicated that the students were enjoy matching pictures with the words relating to taking orders.

(4: 04) R : (*'Bagaimana pendapat kamu tentang pelajaran hari ini dan pelajaran kemarin?'*)

**(‘What are your opinions about today’s meeting and the last meeting’)**

S : (*'Ya lumayan sih, bisa belajar speaking, bisa nambah vocabulary. Bisa belajar pronunciation juga. Vocabnya bisa lebih luas lagi.'*)

**(‘It’s quite good. I can learn how to speak English. I can enrich vocabulary. I also learn pronunciation. My vocabulary is richer.’)**

(App B/ Intv 8/S/25/10/12)

To help them comprehend the material, the teacher explained some of the menus on the white board. She wrote some difficult words and described it to the class. In addition, she exemplified the pronunciation of the words and then asked them to repeat it together. This activity was more teacher-centered. She dominated the classroom talk, meanwhile the students listen to her explanation. The following interview transcript shows the collaborator' opinions about her presentation.

(4:05)	R	: ( <i>'Bagaimana komentar ibu tentang pelajaran hari ini?'</i> ) <b>(‘What are your comments about the teaching learning process?’)</b>
	ET	: ( <i>'Sebenarnya sudah bagus mbak. Step-step mengajarnya sudah kelihatan rapi. Terus cara menjelaskan kepada murid-murid juga cukup baik. Hanya aja suaranya kurang keras. Yang baris ke-empat sampai belakang gak denger. Jadi untuk pertemuan besok lebih keras ya mbak.'</i> ) <b>(‘It is good. It is organized. Your presentation skills are quite good. However, your voice is not loud. It cannot be heard by students sitting at the back rows.’)</b> (App B/ Intv 2/T/25/10/12)

With regard to the transcript above, the teacher could present the material well. She could present it in an understandable way. However, her voice was not loud enough. Therefore, it could not be heard by students who are sitting at the back rows. The collaborator suggested her to be speak loudly on the next meeting. The field note below supports the finding above.

(4: 06)	R explained the materials about ordering. She used white board and pictures as the learning kits. <b>Her explanation was good. It was understandable but her voice was not loud.</b> (App A/ Fld 3/ 25/10/12)
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Then, the next activities were identifying and pronouncing the English expressions of taking orders. The students identified the expressions from

dialogues presented on the handouts. They could identify it well. All of them tried to pronounce the expressions with correct intonation. The following interview transcript shows the students' opinions towards the activities.

(4: 07)	R	:	<i>(‘Pendapat Azizah tentang vocabulary task bagaimana?’)</i> <b>(‘What do you think about the vocabulary task?’)</b>
	S	:	<i>(‘Bagus. Dapat vocab yang baru, kata-kata baru terus penggunaannya.’)</i> <b>(‘Good. We got new vocabulary. We could learn how to use it.’)</b>
	R		<i>(‘Setelah belajar vocabulary, mbak juga memberi ekspresi-ekspresi yang muncul dalam dialog taking orders. Menurut kamu membantu tidak?’)</i> <b>(‘After learning vocabulary, I also give the English expressions of taking orders. Is it helpful?’)</b>
	S		<i>(‘Iya suka saya. Besok kalau di dunia kerja itu kan ada jadi bisa membekali.’)</i> <b>(‘Yes, I like it. It is helpful for future work needs.’)</b> (App B/ Intv 6/S/25/10/12)

The following field note shows that the students learnt vocabulary. They learnt it well.

(4: 08)	Ss learnt words relating to appetizer, main course and dessert. <b>They curiously found the Indonesian meaning of the words. When they found difficulties, they were not reluctant to ask unfamiliar words</b> such as: nachos, veal cutlet, caesar salad, etc. (App A/ Fld 3/ 25/10/12)		
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In connection with the transcript and the fieldnote above, the vocabulary tasks were helpful. The tasks introduced them to new words and it helped them how to use the expressions of taking orders. Then, the tasks gave sample languages which may help them to survive in professional life.

The next activity was watching a video of taking orders. There was a technical problem before the video was played. The electricity socket was not enough for plugging in all cables from laptop and LCD. Therefore, they were not

able to watch motion pictures from the video, but fortunately they still could listen to the audio material. They listened to the dialogue very carefully. The interview transcript below shows the students' opinions about the video.

(4:09)	R	: ( <i>Tadi pas diawal pelajaran itu kan ada video tentang taking an order. Apa pendapat kamu tentang video tersebut?</i> )  <b>(‘At the beginning of the class, there is a video about taking a order. What are your comments about it?’)</b>
	S2	: ( <i>Kecepaten. Terlalu cepat.</i> ) <b>(‘That’s too fast.’)</b>
	R	: ( <i>Tapi ide tentang memutarakan video itu bagus gak</i> ) <b>(‘Is it good to show the videoto you all?’)</b>
	S2	: ( <i>Kalo adanya video kita bisa tahu kalo di hotel tu kayak gini kayak gini. Jadi kita bisa mempersiapkan lebih baik lagi.</i> )  <b>(‘The videos help us to know the situation in hotels. Therefore, we could perpare ourselves to get a better result.’)</b>
(App B/ Intv 5/S/25/10/12)		

In line with the interview transcript above, the video given was too fast. The conversation on the video was in high rate of delivery so that most of them had difficulties in comprehending the dialogue. Therefore, they could not fill in the blanks successfully.

Later, the teacher gave opportunities for the students to rehearse the role play. They could rehearse it by reading aloud the dialogues presented on the handout. It made the class became very noisy. In addition, some students were off-taks. Instead of having rehearsal, some of them were having a chat. To overcome this, the teacher tried to calm them down. Her effort was not so successful because many students were talking. In this regard, the collaborator



suggested her to warn them when the students were out of control. It is exemplified on the following interview transcript.

(4:10) ET : (*Catatan saya untuk pengajaran mbak Ayu hari ini menyangkut manajemen kelas ya mbak. Begitu ada murid yang ramai, tidak memperhatikan dan mengganggu pelajaran; langsung ditegur saja atau diberi pertanyaan. Atau bisa juga misahin murid yang ramai-ramai itu. Tempat duduknya dipisah biar gak ngobrol sendiri.*)  
(**My creatique for you today is about classroom management. If there are disruptive students, you should warn them. You should give questions or you could separate them so that they are not having chat on different matters.**)  
(App B/ Intv 2/ T/25/10/12)

The field note below also shows that the teacher had problems to control the class. It became very noisy when she asked the students to make rehearsal before making role play.

(4:11) R asked Ss to rehearse their dialogues. **Most of the students were rehearsing their lines. But some of them were chatting on different topics.** Even, some students were sleep in the class.  
(App A/ Fld 3/ 25/10/12)

Finally, the last activity was role play. The students could perform the role play based on the given situation. They tried to re-construct the situation in pairs. They used expressions that they have learnt to communicate with their peer. In this activity, they were successfully carried out the expressions. In addition, their pronunciations were better. However, they relied on the handout much. They were looking at the handout, while having the conversations. As a result, the role play was less motivating as it is exemplified on the following dialogue transcript.

(4:12) R : (*Apa komentar ibu tentang penguasaan kosa-kata siswa sampai saat ini?*)  
(**What are your comments about the students' vocabulary mastery?**)

ET	: ( <i>Mereka semua sudah belajar banyak kosa-kata baru hari ini. Tapi mereka masih mencari-cari ekspresi pada teks. Walaupun beberapa dari mereka bisa bikin dialog sendiri, tapi kebanyakan masih kesulitan dan melihat ekspresi di handout.</i> ) <b>(‘They have learnt many new words today. Some of them could make dialogues without looking at the text. However, most of the students often look at the text. They still look at the expressions at the handout.’)</b>
R	: ( <i>Apakah mereka sudah lancar menggunakan ekspresi-ekspresi taking an order, bu?</i> ) <b>(‘Do they use the expressions of taking an order fluently?’)</b>
ET	: ( <i>Beberapa dari mereka sudah lancar, tapi banyak yang belum juga.</i> )( <i>‘Some of them speak English fluently, but most of them didn’t.’</i> )
(App B/ Intv 2/T/25/10/12)	

The following field note also indicated that the students did not speak fluently. It shows that the role play did not encourage them to speak spontaneously.

(4:13)	R asked them to make a role play. They could perform it well. They made use the English expressions of taking an order at the restaurant. <b>However, they did not speak spontaneously because they looked at the handout.</b>
(App A/ Fld 3/ 25/10/12)	

In connection with the interview transcript and the field note above, the students had enriched their vocabulary mastery. They learnt many new words related to ordering at the restaurant. However, they were still text-oriented while performing their dialogues. They read aloud the dialogues instead of practicing meaning-negotiation conversations because they relied on the handout.

#### **b) Meeting 2 (At the hotel: taking a reservation)**

The second meeting of the first Cycle was held on Thursday on November<sup>1<sup>st</sup></sup>, 2012. The researcher still acted as the teacher, while the real

English teacher was the collaborator. Both of them were responsible for observing the classroom interaction and the students' speaking ability. The class started at 7.15 am until 9.30 am. The topic of the day was taking a reservation at a hotel.

First of all, the teaching learning process started with Building Knowledge of the Field (BKOF). It was aimed at recalling their background information about hotel reservations. Together with the teacher, they explored the situation of the conversation being studied, the participants, the relationship between a guest and a receptionist, and the degree of formality of the language. Most of the students actively took a part on the discussion. They contributed to the discussion by sharing ideas and opinions toward the topic being discussed. At this time, the interaction between the teacher and the students ran well. It could be seen on the following field note.

(4:14)	R encouraged them to mention hotels in Yogyakarta. <b>Everybody was very active to mention hotels. They actively made their contribution to answer her question.</b> They tried to mention more hotels than others. There was some lively atmosphere at that time. (App A/ Fld 4/S/01/11/12)
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In relation to the fieldnote above, the interaction between the teacher and the students ran well. She actively gave eliciting questions to the students. On the other hand, the students responded to the teacher's questions. They enthusiastically got involved in the activity.

Compared to the previous meeting, the second meeting was better. She could control the class more effectively. Therefore, the learning atmosphere was more relaxed as it is shown on the interview script below.

(4:15)	R	: ('How are you doing today?') ( <b>What are your comments about today's meeting?</b> )
	S	: ('I'm fine. Biasanya temen-temen tu kalau ada guru baru biasanya gak langsung klop. Tapi ini saya lihat perlahan-lahan mulai klop. Biasanya temen-temen tu malah ngajakin ngerja'in gurunya. Tapi kalau ini enggak Jadi saya merasakan hal yang berbeda.') ( <b>I'm fine. My friends usually take times to accept new teachers. But, I think you are different. Gradually, you could interact well with my friends. Frequently, my friends make annoying things to new teachers. But it is different. I feel something different.</b> )
		(App B/ Intv 5/S/01/11/12)

In reference to the transcript, the students were more comfortable and relaxed during the teaching learning process. They were more welcomed to the teacher. It was good because the teacher built good interaction and cooperation with them.

Second, the teaching stage was continued to MOT. In this stage, the students identified the English expressions of taking reservations at the hotel. They did it by doing several vocabulary tasks. They were matching pictures with words related to taking reservations, finding the Indonesian meaning of the words, and filling the blanks. In addition, the teacher gave pronunciation drilling to them. It was done to give an accuracy-based task for them. The following transcript shows the students' opinions about pronunciation practices and vocabulary tasks.

(4: 16)	R	: ('Apa komentar kamu tentang vocabulary task dan pronunciation practices yang telah diberikan?') ( <b>What are your opinions about the vocabulary task and the pronunciation tasks?</b> )
	S1	: ( <b>It's so good</b> ) ( <i>'Kan kalo belajar vocab kan kita bisa menambah kosa kata dan tadi aku belum tahu trus aku buka kamus jadi tahu. Trus dijelaskan aku jadi tambah tahu.'</i> ) ( <b>I</b>

**learn vocabulary and it enriches my vocabulary mastery. I open my dictionary, then I hear the explanation so I understood.’)**

(App B/ Intv 5/S/01/11/12)

In line with the interview transcript, it could be found that the students had positive attitude towards the vocabulary and pronunciation tasks. They said that it could enrich their vocabulary mastery. In addition, their pronunciation was getting better. Moreover, they said that the tasks were helpful for them to meet future career demands. It was also supported by the field note below.

(4:17) **Ss tried to pronounce the words relating to taking orders. They made some pronunciation mistakes. R corrected the mistakes. Therefore, their pronunciation was better.**

(App A/ Fld 4/S/01/11/12)

The following teaching stage was JCOT. In this stage, the teacher asked them to listen to another dialogue of taking reservations. This activity was aimed at strengthening their listening skills so that they could perform a role play with good pronunciation and intonation. After that, she asked all of them to practice a dialogue in pairs. It was used as the preparation time before they actually acted out another dialogue on the latter stage. While they were practicing the dialogue on their own chair, she walked around and gave assistance if it was needed. It can be seen on the following field note.

(4:18) A few moments later, two students asked a question. “Miss, ini cara bacanya benar gak?(pointing at en suite)” “Ehmm yes, you’re right. It’s /, ɒ n’ swi: t/”. **Some other students did not reluctant to ask anything to R. When they needed help or had something to ask, they directly asked it to R.**

(App A/ Fld 4/S/01/11/12)

In accordance with the field note above, they felt free to ask questions and to express their ideas. In addition, they were not reluctant to talk openly with the English teacher. It indicated that the students showed motivation to learn English.

Finally, the teacher moved to ICOT. In this stage, she asked them to make role plays of taking reservations. The role plays effectively improved their motivation. It was indicated by the fact that they enthusiastically performed the role plays in front of the class. Their performances were good because they could speak fluently and confidently. The following field note shows the classroom interaction during the role play.

(4:19) R asked Ss to make role plays in pairs. The students were given a situation that they had to perform. **They enthusiastically got involved in the role plays.** It can be seen that all of them prepared their dialogues. They shared ideas with their peer about dialogues that they were going to perform. They also rehearsed their dialogues many times. **Having rehearsed the dialogues, they made role plays in front of the class. Most of them performed well. They spoke fluently and confidently.**

(App A/ Fld 4/S/01/11/12)

The effectiveness of the role plays can also be seen from this interview transcript below.

(4:20) R : (*'Apa pendapat kamu tentang role play?'*) (**'What are your comments about role play?'**)

S1 : (*'Yaitu yang bikin senang. Jadi gak jenuh. Kan ada praktek speaking. Tus tadi juga ada dialog-dialognya. Itu nglatih buat kita speaking juga. Jadi gak teori-teori terus.'*)

(**'That's why I'm happy. We could practice speaking. There are also dialogues. We could improve our speaking skill. We do not learn theory and theory again.'**)

S2 : (*'Menurutku bagus karena kita kan didepan to mbak jadi mestinya kita tuh melatih bikin dialog role play pakai*

*bahasa Inggris. Itu kan keren.’)*

**(‘I think it’s really good because when we are in front of the class it encourages us to make dialogues of the role play in front of the class. And it’s cool.’)**

S3 : *(‘Ya lebih bisa tahu tentang karakter-karakternya, terus melatih mental juga.’)*

**(‘I can understand the characters more and it can increase self-confidence too.’)**

S4 : *(‘Belajar buat PD aja gitu. Terus belajar speaking bahasa Inggris di depan temen-temen. Bisa memperlihatkan ini lho kemampuan speaking aku.’)*

**(‘I can grow self confidence. I can learn how to speak English in front of my friends. I could show my speaking ability to them.’)**

(App B/ Intv 4,5,6 & 9/S/01/11/12)

In connection with the interview transcript above, it could be found that the students had positive attitude towards role play. The role play could give them opportunities to speak up in front of the class. Therefore, they tried out many samples of language. In addition, it increased their self confidence too. However, it also had weaknesses. The activity was lack of real property as it is shown on the following interview transcript.

(4:21) R : *(‘Apa komentar kamu tentang role play?’)*

**(‘What are your comments about role play?’)**

S : *(‘ Kita kan udah terbiasa dengan role play. Kalo sama miss Wulan kan pernah diajari. Dulu sewaktu ada miss Nisa juga diajarin. Kalo dulu pakai properti, jadi pakai maeman langsung. Jadi, kalo bisa juga kayak gitu. Biar kita lebih excited gitu loh miss.’)*

**(‘We have already familiar with role play. Miss Wulan has introduced it. Miss Nisa introduced it to us too. We have already learnt about restaurant before, and we used real property. There was real food. It is better to use property like that so it would be more exciting.’)**

(App B/ Intv 5/S/01/11/12)

In accordance with the transcript above, the role play was not challenging. It was because of lack of property. Therefore, for the next meeting, the teacher should provide property. In addition, they students suggested to play games or quizzes for the next meeting.

### 3) Reflection

Having completed the action stage, the researcher and the collaborator make reflections on the teaching learning process. They worked together to evaluate whether the action effectively improved the students speaking ability. They evaluated it by sharing comments, opinions, reviews and critics of the teaching learning process. The following description presents the reflection.

The students' vocabulary mastery improved. The students said that the materials given to them enriched their vocabulary. They told that they knew the expressions of taking orders and taking reservations which were useful for future needs as it is exemplified on the following transcript.

(4: 22)	R	:	<i>(‘Pendapat Azizah tentang vocabulary task bagaimana?’)</i> <b>(‘What do you think about the vocabulary task?’)</b>
	S	:	<i>(‘Bagus. Dapat vocab yang baru, kata-kata baru terus penggunaannya.’)</i> <b>(‘Good. We got new vocabulary. We could learn how to use it.’)</b>
	R		<i>(‘Setelah belajar vocabulary, mbak juga memberi ekspresi-ekspresi yang muncul dalam dialog taking orders. Menurut kamu membantu tidak?’)</i> <b>(‘After learning vocabulary, I also give the English expressions of taking orders. Is it helpful?’)</b>
	S		<i>(‘Iya suka saya. Besok kalau di dunia kerja itu kan ada jadi bisa membekali.’)</i> <b>(‘Yes, I like it. It is helpful for future work needs.’)</b>
(App B/ Intv 6/T/25/10/12)			



The finding above was also supported by the following field note. It shows that the students enriched vocabulary.

(4:23) R asked them to make a role play. They could perform it well. **They made use the English expressions of taking orders at the restaurant.** However, they did not speak spontaneously because they looked at the handout. (App A/ Fld 3/ 25/10/12)

Moreover, the students' pronunciation was getting better. It was because they gradually decreased pronunciation mistakes. In addition, they tried to pronounce the expressions of taking orders and taking reservations appropriately and politely. It can be seen from the following field note.

(4: 24) R observed the students' performances. Most of them performed the role play confidently. **In addition, they could expressed the expressions of taking reservations with polite intonation. Compared to the previous meeting, their pronunciation was better because they did not make many pronunciation mistakes.** In brief, their speaking ability improved.  
(App A/ Fld 4/S/01/11/12)

The following interview transcript shows that the students' learnt how to pronounce words correctly. They appreciated the pronunciation practices given by the teacher.

(4:25) R : (*'Bagaimana pendapat kamu tentang pelajaran hari ini dan pelajaran kemarin?'*)  
**(‘What are your opinions about today’s meeting and the last meeting’)**  
S : (*'Ya lumayan sih, bisa belajar speaking, bisa nambah vocabulary. Bisa belajar pronunciation juga. Vocabnya bisa lebih luas lagi.'*)  
**(‘It’s quite good. I can learn how to speak. I can enrich vocabulary. I also learn pronunciation. My vocabulary is richer.’)**  
(App B/ Intv 8/ S/01/11/12)

Furthermore, the students showed self confidence while performing role play. They told that role play boosted self-confidence. They felt more courageous of showing their speaking ability in front of other students. The following interview transcript shows their testimony about the effectiveness of role play to increase confidence.

(4: 26)	R	: ( <i>'Apa pendapat kamu tentang pertemuan kemarin dan pertemuan hari ini?'</i> ) <b>(‘What are your comments about the last meeting and today’s meeting?’)</b>
	S1	: ( <i>'Bagus banget mbak. Karena menambah ke-PD-an kita.'</i> )( <i>'It’s very good miss because it can increase confidence.'</i> )
	R	: ( <i>'Apa komentar kamu tentang role play?'</i> )( <b>‘What do you think about role play?’</b> )
	S2	: ( <i>'Belajar buat PD aja gitu. Terus belajar speaking bahasa Inggris didepan temen-temen.Bisa memperlihatkan ini lho kemampuanku.'</i> ) <b>(‘I can grow self confidence. I can learn how to speak English in front of my friends. I could show my ability speaking ability to them.’)</b>
(App B/ Intv7&8/ S/01/11/12)		

The finding was supported by the following field note. It shows that they were more courageous to show their speaking ability in front of the class.

(4:27)	R	observed the students’ performances. <b>Most of them performed the role play confidently.In addition, they could expressed the expressions of taking reservations with polite intonation.</b> Compared to the previous meeting, their pronunciation was better because they did not make many pronunciation errors. In brief, their speaking ability improved.
(App A/ Fld 4/S/01/11/12)		

In addition, role play created an enjoyable learning climate. It was fun and relaxed so that the students were happy to get involve in the activity. Some of the

them said that they got bored of the conventional teaching learning process because it paid much attention to reading comprehension and grammar practices. By contrast, role play gave opportunities for them to learn English by engaging them in meaningful communicative activities.

However, the students did not consider eye contact and body languages when having role play in front of the class. Most of them look at the handouts. Most of them paid much attention to the dialogues on the handouts. As a result, they cannot use proper body language such as, eye contact and facial expressions. The table below shows the result of the action applied in Cycle I.

**Table 11: The Result of the Action Applied in Cycle I.**

<b>No</b>	<b>The students' speaking condition before the action of Cycle I</b>	<b>The students' speaking condition after the action of Cycle I</b>
1	The students did not consider the context, degree of politeness, the formality of language, body language and facial expressions.	Most of the students considered the context and the formality of the language. However, they did not showed body languages and facial expressions.
2	The students lacked of confidence.	The students' self confidence was better.
3	The students' pronunciations were not good.	Their pronunciations were better.
4	The students had limited vocabulary relating to tourism.	Their vocabulary mastery was richer.
5	The students were less enthusiastic on the teaching learning process.	They showed enthusiasm on the teaching learning process.
6	The activities were monotonous.	The activities were more varied.

#### **4) Summary of Cycle I**

In line with the implementation of role play in Cycle I, there were successful and unsuccessful actions which were given in this cycle. The successful actions were giving vocabulary tasks, giving pronunciation practices, and asking students for doing role play. On the contrary, the unsuccessful actions

were discussing the body language used by the participants and showing videos of English conversations relating to the topic.

#### **b. The Report of Cycle II**

Cycle II was carried out in three steps. They were plan, action and observation and reflection. First of all, the researcher and the collaborator planned some actions which were applied in the action stage. Next, they put the plan into action. While undertaking the action, both of them observed the class situation. Finally, they made reflections on the teaching learning process conducted in the second cycle. The following descriptions describe the detail information about the report of Cycle II.

##### **1) Plan**

In line with the reflection on the implementation of the actions on the first cycle, it was found that all of the problems were not completely fixed. There were some aspects of speaking which need to be improved. As a further action, the researcher and the collaborator designed some plans of actions. They decided to make some changes on the actions which were applied on the previous cycle. In addition, they added some new actions in order to solve the problems.

In connection with the findings in the first cycle, the students relied on the handout much. They read aloud the dialogues presented on the handout while performing role play in front of the class. They did not pay attention to eye contact and body languages while they were reading aloud their dialogues. To solve the problems, the researcher and the collaborator planned to change the rule of the role play. The students were not allowed to bring any texts. It was aimed at

minimizing their reliance on the texts. Besides, they could pay attention to eye contact and body languages.

In addition, real properties were going to be used. With regard to the students' opinion about role play activity carried out in Cycle I, the activity could be more attractive if they performed it with real properties. As a further action, the researcher and the collaborator agreed that properties were provided. Tables and chairs were set up to create a situation like the real one. Telephones, books and a laptop were arranged on the tables. The properties were expected to increase the students' interest on the teaching learning process and to develop their creativity.

The additional action was game. It was designed to provide various activities. It could encourage them to be more active and more competitive. It was hoped that the activities created a better learning climate. The game was played in a group of six students. There would be six groups in the class. They were given a text relating to topics of the day. The groups had to discuss the text thoroughly. Next, the game was started when the teacher asked some questions relating to the text. The groups had to compete answering the questions.

In Cycle II, the researcher and the collaborator determined to apply some successful activities as carried out in Cycle I. Vocabulary tasks and pronunciation practices were still given because the actions proved that it could improve students' vocabulary and pronunciation. In addition, videos of taking messages and interviewing were played as the learning aids. Then, at the end of the class, they were asked to make role play relating to the given situations. The detail

information about the planning for the third meeting and the fourth meeting are presented as follows.

a) Meeting 3 (Taking messages)

The researcher and the collaborator planned to give material about taking messages. At the end of the class, the students should be able to make use the English expressions of taking messages accurately, fluently and properly. To achieve the learning objectives, the students were given several activities. First of all, they were going to play a game. Then, they discussed the situation, the degree of formality and the participants to decide whether formal or informal language used in the situation. Later, they brainstormed the English expressions carried out in taking messages. It was expected to encourage interaction between the teacher and the student. Then, a video relating to taking messages was played three times. After that, the teacher gave explanation about taking messages. She also exemplified the correct pronunciation of expressing it. She asked the students to repeat it after her. If they made pronunciation errors, she corrected it immediately. Having identified the expressions of taking messages, she gave the students guided-speaking activity. Finally, they were asked to make role play about taking messages. The detail information about the lesson plan and the material are presented in Appendix C.

b) Meeting 4 (Interviewing)

The researcher and the collaborator determined to give material about interviewing. At the end of the class, the students should be able to make use the English expressions of interviewing accurately, fluently and properly. To achieve

the aim, the following activities were applied. In the beginning, the teacher and the students discussed the situation, the degree of formality and the participants of a job interview. They, they had a discussion about what should and should not do during an interview. They played a game relating to it. Later, they identified the English expressions of interviewing. Then they practiced pronouncing the expressions with proper intonation. Then, a video was played to help them comprehend the situation of an interview. Later, the teacher asked them to do some rehearsals before showing their speaking ability in front of the class. Finally, she asked them to make role plays according to the situation given. The detail information about the lesson plan and the materials are presented in Appendix C.

## **2) Action and Observation**

The action stage of Cycle II was carried out in two meetings. The detail description of the teaching and learning process was presented as follows.

### **a) Meeting 3 (Taking messages)**

The third meeting was held on November 22<sup>nd</sup>, 2012. The researcher acted as the teacher. The real English teacher acted as the collaborator. While the teacher was teaching speaking, the collaborator sat at the back row of the class and observed the classroom situation and interaction. The class started by saying a prayer and singing the national anthem of Indonesia. The students were ready to study. They paid attention to the teacher. To begin with, the teacher greeted them and made small talk with them. She told the learning objective which was taking messages. She asked them that at the end of the class they would have role play of taking messages.

In the BKOF stage, the teacher interacted well with the students. In this stage, the teacher encouraged them to find expressions employed in taking messages. They brainstormed the English expressions of taking messages together. The students could identify the expressions easily. The students' participation on the activity can be seen on the field note below.

(4: 28) R gave opportunities to the students to brainstorm the English expressions of taking messages. **First of all, she gave eliciting questions to them. The students' responses were good. They actively answered the questions. In addition, they also identified some expressions of taking messages.** Then, R motivated them by giving positive feedback such as good job and good try.  
(App A/Fld 5/22/11/12)

In line with the field note, the students got involved actively in the discussion. They identified the English expressions used in taking reservations together. Most of them made contributions to the discussion. Meanwhile, the teacher appreciated their contributions by giving rewards. She said 'good job' to show appreciation for what they do. Consequently, they became more active. It was supported by the following interview transcript. It shows that the teacher and the students interacted well.

(4:29) R : (*'Selamat pagi buk, apa komentar ibu terhadap pelajaran hari ini?'*)  
**(‘Morning ma’am, what are your comments about today’s meeting?’)**  
 ET : (*'Bagus ya mbak, sekarang interaksi antara guru dan siswa sudah jauh lebih bagus. Manajemen waktu dan manajemen kelasnya juga lebih bagus.'*)  
**(‘Itis good. The interaction between the teacher and the students is better. In addition, time management and classroom management are better too.’)**  
 (App B/Intv 9/T/22/11/12)



The other activity in BKOF stage was playing a game. It was aimed to offer varied activities of speaking class. It was expected that the students spoke actively while playing the game. First of all, they were asked to discuss a text of telephoning in a group of six. Having comprehended the content of the text, the teacher gave questions relating to the text. Each of the groups had to compete for answering questions given by the teacher. The field note below shows the students' participation during the game.

(4: 30) The next activity was game. The students had to work in a group of six. Each group got a text entitled "telephoning". They discussed it together with their group. Having comprehended the content of the text, R gave questions relating to the text. The groups competed to get the right answers. **While playing the game, the fast learners always got the chance to answer the questions. They spoke very actively so that they dominated the classroom talk. However, the slow learners were passive. They did not get opportunities to speak up.** The game did not successfully offer even opportunities for speaking learning process.  
(App A/Fld 5/22/11/12)

In connection with the fieldnote above, the game did not provide equal opportunities to practice speaking. It was dominated by several fast learners who always got the chance to speak up during the game. Meanwhile, the slow learners who took longer time to get the answers missed the opportunity to practice speaking skills. It was supported by the following interview transcript.

(4:31) R : (*'Komentar Amara tentang game yang tadi dimainkan gimana?'*)  
**('What are your comments about the game that we have played?')**

S1 : (*'Kalo aku suka mbak soalnya aku bisa jawab. Grup ku dapet poin 4. Soalnya itukan juga bisa ningkatin kerjasama sama temen soalnya tadi ada diskusi tentang teksnya. Trus seneng aja.'*)  
**('I like it because I can answer the questions. My group**

		<b>got four scores. It can improve teamwork skills because there was a discussion of the text. I like it.’)</b>
S2	:	<i>(‘Aku gak begitu suka mbak soalnya tadi aku diem aja. Gak dapet kesempatan ngomong. Yang sini masih mikir trus udah dijawab sama yang pinter-pinter itu.’)</i> <b>(‘I don’t like it much because I’m silent. I don’t get the opportunity to speak. I was thinking of the answer but it has been answered by the smart students.’)</b>
S3	:	<i>(‘Tadi aku gak bisa ngomong mbak kalah cepet sama yang pinter-pinter itu. Jadi yang mikirnya rada lama cuma jadi pendengar sama penggembira.’)</i> <b>(‘I cannot speak up because the smarts are faster than me. The slow learners become passive speakers.’)</b>
(App B/Intv 11,12&13/S/22/11/12)		

Having completed the activity, the English teacher moved to the MOT stage by giving vocabulary tasks and pronunciation practices. The activities were aiming at enriching the students’ vocabulary mastery and improving their pronunciation. To start with, they learnt the English expressions employed in taking messages from the handout. They tried to pronounce it together with the teacher. After that, they learnt some dialogues of taking messages. They identified the difficult words or expressions in the dialogues, and then discussed it with their friends. Having comprehended the dialogues, the teacher asked some students to read it aloud. Because some of them make pronunciation mistakes, she corrected it. In brief, the students learnt vocabulary and pronunciation well as presented in the following fieldnote.

(4:32) R gave vocabulary tasks and pronunciation practices. The first task was finding the Indonesian meaning of some words related to taking messages. **The students enthusiastically found the Indonesian meaning of the words. Sometimes, they consulted dictionary.** Then, R explained the English expressions employed in taking messages. R gave dialogues of taking messages and discussed it with the class.

**The following activity was pronunciation practices. R asked them to pronounce some difficult words. They made pronunciation mistakes. R drilled the correct pronunciation.** After that, R asked them to practice the dialogues in pairs. While R was walking around the class, some students asked for help. R helped them.

(App A/Fld 5/22/11/12)

In reference to the fieldnote above, the students learnt vocabulary enthusiastically. They enriched their vocabulary mastery by completing vocabulary tasks and learning the English expressions of taking messages presented in the handout. Moreover, they learnt pronunciation too. The students showed positive attitude towards vocabulary tasks and pronunciation practices as exemplified in the following interview transcript.

- (4:31) R : (*Peningkatan apa yang kamu rasakan sampai saat ini?*)  
**(‘What improvements you have achieved up to now?’)**
- S : (*Eee... ya bisa tahu dialog-dialog pada waktu di restoran, di hotel trus tadi taking messages. Walaupun kayaknya sepele tapi penting. Jadi lebih tahu dari pada yang dulu.*)  
**(‘I know the expressions of taking orders at the restaurant, taking orders at the hotel and taking messages. Although it is trivial but it is important. My understanding is getting better.’)**
- R : (*Apakah itu berarti kosa kata kamu bertambah?*) **(‘Does it mean your vocabulary mastery improves?’)**
- S : (*Ya iya itu. Yes*)
- R : (*Menurut penilaian kamu, apakah pronunciation kamu juga lebih baik?*) **(‘Does your pronunciation improve too?’)**
- S : (*Iya itu juga. Yang kemarin gak tahu, setelah dijelaskan sama dicontohin mbaknya jadi lebih bagus pronunciation saya.*)  
**(‘Absolutely. Before listening to your explanation and exemplification, I don’t know the correct pronunciation. But now my pronunciation is getting better.’)**

(App B/Intv 12/S/22/11/12)

In Independent ICOT stage, the students worked in pairs to make a role play in front of the class. They performed role play based on the given situation. First of all, the groups decided the English expressions which would be used in the play. Then, they had discussions about the property and hand gestures too. After that, they rehearsed for the role play. During the role play, most of them were great. They showed self-confidence. They had fluent conversations of taking messages. Most of them pronounced the English expressions of taking messages properly. Moreover, they showed handgestures and facial expressions. They practiced real communications by having meaning-negotiation. Briefly, their speaking ability improved. The following field note describes the students' performance during role play.

(4:32)

Then, they rehearsed for the play. All of them used cellphone as the property. After that, they performed role plays in front of the class. They brought about the conversations of taking messages fluently. **Most of them showed self-confidence. They could express their ideas with appropriate vocabulary. They did not make many pronunciation mistakes. They condidered intonation and facial expressions too. In general, the students' speaking ability was good.**

(App A/Fld 5/22/11/12)

In line with the field note above, role play was effective to improve the students' speaking performance. First, it offered lots of opportunities to practice speaking which enabled them to make use the English expressions of taking messages in contextualized situation. Although it did not happen in real situation, they could exchange informations and express their ideas in English. In addition, it gave opportunities for them to act particular roles which related to tourism and

hospitality. The following interview transcript shows the students' opinions about role play.

(4: 33)	R	: ( <i>'Sukanya yang bagian mana? Trus kenapa?'</i> ) <b>(‘Which part do you like? And why?’)</b>
	S1	: ( <i>'Yang role play itu. Roleplay bisa memberi tambah pede buat maju.'</i> ) <b>(‘The role play. The role play increases self confidence.’)</b>
	R	: ( <i>'Menurut kamu role play dengan bawa teks dibandingkan dengan yang tanpa teks efektif yang mana?'</i> ) <b>(‘Which one is more effective? Role play with text or without text?’)</b>
	S2	: ( <i>'Relatif sih mbak, kalo kemarin itu kan kita gak usah ngafalin tapi ekspresinya udah tersedia di teks. Kalo yang kayak gini kita jadi terlatih untuk ngomong lebih spontan. Tambah pede juga.'</i> ) <b>(‘It is relative. Both of them have strengths and weaknesses. Role play with text does not need memorizing because the expressions have been presented. Meanwhile, role play without text encourages me to be more spontaneous. I am more confidence.’)</b>
(App B/Intv 11/S/22/11/12)		

In reference to the interview transcripts above, role play without text was more effective than role play with text. It boosted self confidence. It helped them to be more enthusiastically learn the materials given. Moreover, it encouraged the students to understand the content of the dialogue instead of reading it aloud. In addition, it encouraged them to rehearse many times before performing the role plays. Furthermore, it increased their fluency. In brief, role play in which the students did not allow to bring handouts had positive effects on their speaking ability.

#### **b) Meeting 4 (Interviewing)**

The fourth meeting was held on November 29th, 2012. The researcher still acted as the English teacher, while the collaborator acted as the observer. While the teacher was teaching, there was a co-collaborator recorded the teaching learning process. The classroom interaction and the students' performance were recorded on video. The fourth meeting involved three stages which were pre-teaching, while-teaching and post-teaching. The teacher started the teaching learning process by greeting the students, calling the roles and praying. After that, she told the learning objective to them.

In the while teaching, the teacher employed genre-based approach which involves four stages of learning process. They were BKOF (Building Knowledge of the Field), MOT (Modelling of the Text), JCOT (Joint Construction of the Text) and ICOT (Independent Construction of the Text). In BKOF stage, she asked eliciting questions relating to their background knowledge of job interview. After that, together with the students, she discussed things to do and things not to do in a job interview. They enjoyed the discussion. Everybody took a part on the discussion as it is exemplified on the following field note.

(4:34) R wrote several phrases relating to job interview on the whiteboard. The students were asked to sign the phrases in two categories 'do' (It means the phrase should be done during an interview) and 'do not' (It means the phrase should not be done during an interview). **They competed with other students for the opportunities to label the phrases. Then, R discussed it together with them. The students participated on the discussion. They were enjoyed it.**

(App A/Fld 6/29/11/12)

In reference to the field note above, the students were motivated to get involved in the activity. It can be seen that they wanted to make contributions on labelling the phrases. They did it competitively. Therefore, they were more enthusiastic on it. The findings were supported by the interview transcript below.

(4:35)	R	: ( <i>Gimana komentar adek tentang pelajaran hari ini?</i> ) <b>(‘What are your comments about today’s meeting?’)</b>
	S	: ( <i>Suka.</i> )( <i>‘ I like it.’</i> )
	R	: ( <i>Aktivitas mana yang membuat kamu suka?</i> )( <b>Which activity do you like?’</b> )
	S	: ( <i>Yang maju ke depan trus labelling do and don’t. Iya itu bikin seneng soalnya kita bisa cepet-cepetan jawab. Trus ada variasi kegiatannya, gak baca teks terus.</i> ) <b>(‘The labelling do and don’t. It makes me happy because we can compete with friends to label it. It gives more varied activity rather than reading texts again and again.’)</b>
(App B/Intv 18/S/22/11/12)		

In reference to the interview transcript above, the students enjoyed the labelling activity because they could do it competitively with their friends. In addition, it gave more varied activity compared to the conventional teaching learning process. As a result, the students did the task enthusiastically in the classroom.

In MOT stage, the teacher asked them to do some vocabulary tasks. First, they matched pictures with its job description. It was aimed at strengthening their understanding about jobs relating to tourism. They did the task individually. After that, it was discussed together. Then, the teacher encouraged them to speak up by giving eliciting questions like: Could you tell me what are the duties of a receptionist? Can you tell me what the tasks of a waiter are? They tried to answer

it with complete sentences. Sometimes, they made grammar and pronunciation mistakes. However, the teacher chose not to correct it immediately. She gave feedback after they have completed the discussion. The students' participation on the vocabulary task was exemplified on the field note below.

(4:36) R explained job description and educational background. R gave the expressions of asking and giving information about job description and educational background. Ss listened to her explanation. Then, they matched some job descriptions and educational background. They did it enthusiastically. **Then, R exemplified the pronunciation. Ss were encouraged to pronounce the expressions of interviewing. Some of them pronounced the expressions incorrectly. However, the teacher chose not to correct it immediately.**

(App A/Fld 6/29/11/12)

The second task was finding the Indonesian meaning of words relating to job interview. They did not find any difficulties in completing the two tasks. They said that the vocabulary tasks were helpful to improve their vocabulary mastery as it is exemplified on the following interview transcript.

(4:37) R	:	<i>(‘Aktivitas selanjutnya adalah vocabulary tasks. Menurut kamu menyenangkan dan membantu tidak?’)</i> <b>(‘The next activities were vocabulary tasks. Do you think they were enjoyable and helpful?’)</b>
S	:	<i>(‘Iya membantu. Aku bisa belajar dialog interview yang pasti itu besok berguna buat cari kerja.’)</i> <b>(‘Yes, it does. I can learn the dialogue of interviewing. It is very helpful for apply for a job.’)</b>
R	:	<i>(‘Aktivitas mana yang menurut kamu membantu melatih speaking kamu?’)</i> <b>(‘Which activity does help you to improve your speaking ability?’)</b>
S	:	<i>(‘Yang vocabulary tasks tadi cukup membantu. Tadi mbak kan kasih pertanyaan jadi kita berusaha menjawab dengan bahasa Inggris. Walaupun agak grogi tapi aku coba jawab sebisaku.’)</i> <b>(‘The vocabulary tasks are quite helpful. You give us eliciting questions so we try to answer it in</b>



**English. Although I am a bit nervous, but i try to answer it. ’)**

(App B/Intv 17/S/22/11/12)

The interview transcript above shows that vocabulary tasks helped them to enrich samples of languages. It gave opportunities to try out the expressions relating to job interview with their friends. Furthermore, it was helpful to apply for a job.

After finishing the tasks in MOT stage, the teaching and learning process moved to JCOT stage. In this stage, the students were encouraged to practice a dialogue of job interview in pairs. It was aiming at improving their speaking skills. It was expected that they practiced the English expressions of job interview fluently and properly. Firstly, they were asked to watch a video of job interview. Second, they were given freer opportunities to rehearse the dialogue in pairs. The following interview transcripts present the students opinions about the video and the rehearsal time.

(4:38) R : (*Videonya cukup jelas gak dek? ’*)  
**(‘Is the video understandable? ’)**  
S1 : (*‘Cepet banget mbak. Apa ya, yang ngomong tu kayak digabung-gabung kata-katanya. Sedikit-sedikit aku ngerti apa yang diomongon. Aku jadi tau logat sama intonasinya mbak. ’*)  
**(‘It is very fast. The words is being linked one to another. I slightly understand the dialogue. However, I can learn the style and the intonation. ’)**  
R : (*‘Apakah kamu merasa terbantu dengan video itu? ’*)  
**(‘Do you find the video helpful for you? ’)**  
S2 : (*‘Ngebantu. Cukup bisa dimengerti videonya. ’*)  
**(‘It’s helpful. It is quite understandable. ’)**

(App B/Intv 13&17/S/22/11/12)

In line with the interview transcript above, the video was helpful. It gave the correct example of language model of interviewing. The students could learn the correct pronunciation and intonation. Although the dialogue contained linking words, it was quite understandable. The students said that it was helpful.

The same findings were also identified in the following field note. It was found that the video was helpful to exemplify the English expressions of interviewing. Moreover, the video gave a clear picture of what an interview looks like.

(4:39) R played a video of interviewing. **Ss watched the video carefully. After that, they had discussion about the video. Ss gave their opinions about it. Ss tried to speak spontaneously.**

(App A/Fld 6/29/11/12)

Finally, the students performed role plays in ICOT stage. They had to make use the expressions of interviewing. Most of them carried out the dialogue of job interview very well because they were well-prepared. Before actually carrying out the dialogue, they rehearsed many times. They tried to practice the expressions in pairs. Thus, most of them were ready for the role play. They showed full of confidence as it is exemplified in the following field note.

(4:40) R asked the students to make role play relating to the situation given in Task 5 in pairs. R gave rehearsal time. They enthusiastically performed the situation. **Firstly, most of them spoke confidently in front of the class. They considered body language and eye contact. They fluently did it. Their pronunciation was not native like but the intonation was good.** Some of them made pronunciation errors but it did not avoid them to speak confidently. While some students were having role play in front of the class, the other students paid attention to their performance. They appreciated their friends, especially those with good performance. In general, the students' performance was good.

(App A/Fld 6/29/11/12)

The following interview transcript shows that the students enjoyed the role play activity because it encouraged them to speak spontaneously. In addition, the role play gave them lots of opportunities to show their speaking ability in front of the class.

(4:41)	R	:	<i>(‘Aktivitas terakhir tadi kan role play. Apakah aktivitas ini membantu kamu belajar speaking dalam bahasa Inggris?’)</i> <b>(‘The last activity is role play. Does it help you to speak English?’)</b>
	S	:	<i>(‘Sangat membantu. Kita belajar gak sia-sia karena langsung praktek ngomong. Pertama kan mahami situasinya dulu, terus bikin dialog yang sesuai sama situasi itu, setelah latihan baru kita maju ke depan kelas.’)</i> <b>(‘It is very helpful. It is not wasted time because we are given opportunities to speak English. First of all, we learn the situation, then make the dialogues, after that make role play in front of the class.’)</b>
	R	:	<i>(‘Apakah role play memotivasi kamu berbicara dalam bahasa Inggris?’)</i> <b>(‘Does it motivate you to speak English?’)</b>
	S	:	<i>(‘Iya, karena kita kan diberi peran. Ya kita harus berusaha jadi peran itu. Jadi kita latihan ngomong, pokoknya kalo tampil didepan kelas tu menambah PD sama motivasi juga mbak.’)</i> <b>(‘Yes because we act the roles given. We have to try it. So, we get speaking practices. It boosts self-confidence and increases motivation.’)</b>
(App B/Intv 19/S/29/11/12)			

In conclusion, the teaching learning process in the fourth meeting ran well. Both of them interactively communicated in BKOF and MOT stages. Then, they enthusiastically got involved in all of the activities in the fourth meeting. It could be seen from the fact that they enjoyed doing vocabulary tasks, having pronunciation practices and making role play. Although they had difficulties in

comprehending the content of the video, they successfully carried out conversations of job interview well. In general, the fourth meeting was successful.

### 3) Reflection

Having completed the action and observation stages, the researcher and the collaborator moved to reflection stage. In this stage, they made reflections on the actions carried out in Cycle II. To begin with, data from fieldnotes, interview transcripts and videos were compared. After that, they shared opinions, evaluations and judgements on the actions given. Then, they drew conclusions about the effectiveness of the actions given. The descriptions below describe the effective actions and the ineffective actions implemented in Cycle II.

Discussing the goal, the situation, the degree of formality of the language, and the participants of related topics was effective. This action encouraged the students to mind their language while having role play in front of the class. They became more aware of degree of politeness. It can be seen from the following field note.

(4:41)

They started to do role play. **While carrying out the role play, they used polite English expressions. They also considered body language and eye contact.** They fluently did it. Their pronunciation was not native like but the intonation was good and proper.

(App A/Fld 6/29/11/12)

With regard to the field note above, the students carried out conversations in polite way during role plays. They used selected English expressions to express ideas to other people. Their intonation showed their respects for others. Moreover, most of them used proper gestures and facial expressions to show polite

behaviour. To summarize, the students considered degree of politeness while performed role play.

Giving game was not effective. The game played in the third meeting did not give equal opportunities for individual learners to speak up. Their participation on the game was uneven. It was dominated by a few talkative students in the classroom. Meanwhile, the slow learners became passive. They were not enjoying the game because it was boring. Briefly, the game did not facilitate the students' speaking learning process as it is exemplified on the following interview transcript.

(4:42)	R	:	(‘Komentar Uung tentang game yang tadi dimainkan gimana? <b>(‘What do you think about the game?’)</b>
	S	:	(‘Aku gak begitu suka mbak soalnya tadi aku diem aja. Gak dapat kesempatan ngomong. Yang sini masih mikir trus udah dijawab sama yang pinter-pinter itu. <b>(‘I don’t like it much because I’m silent. I don’t get the opportunity to speak. I was thinking of the answer but it had been answered by the clever students.’)</b>
(App B/Intv 12/S/29/11/12)			

Giving vocabulary tasks was effective. The students' vocabulary mastery was improved. They learnt new words. They knew different ways to express ideas in English, especially in a more polite way. As a result, they made use the English expressions which the teacher had explained to them successfully. It can be seen from the following interview transcript.

(4:43)	R	:	(‘Peningkatan apa yang kamu rasakan sampai saat ini?’)(‘ <b>What improvements have you made?</b> ’)
	S	:	(‘Eee... ya bisa tahu dialog-dialog pada waktu di restoran, di hotel trus tadi taking messages. Walaupun kayaknya sepele tapi penting. Jadi lebih tahu dari pada

		<i>yang dulu.')</i>
		<b>(‘I can identify the dialogues at the restaurant, at the hotel and taking messages. It is trivial but important. My understanding is better. ’)</b>
R	:	<i>(‘Apakah ada peningkatan kosa kata? ’)</i> (‘Is there any vocabulary improvement? ’)
S	:	<i>(‘Ya iya itu. ’)</i> (‘Yes, that’s it’)
		(App B/Intv 11/S/29/11/12)

Showing videos relating to the given topic was not effective. The videos given during the implementation of Cycle II were not successfully understood by the students. Most of them found difficulties to comprehend the content of the videos because they were too fast. They were not easily comprehensible for them because the videos given were not in an acceptable level of language accuracy.

Asking the students to make role play in front of the class effectively improved their speaking ability. Through the role plays, they learnt how to express ideas in English. In addition, it promoted interaction with other students. They communicated the real conversations without experimenting real world situations. Moreover, it enabled them to practice communicating in different situations and different roles. In addition, they could practice a wide range of English expressions in any situations through the role plays. In brief, the roleplay activities enhanced their speaking ability.

#### 4) Summary of Cycle II

In line with the data analysis of Cycle II, there were successful and unsuccessful points of the actions. The successful points were presented as follow.

- a) Discussing the goal, the situation, the degree of formality of the language, and the participants of related topics encouraged the students to be more aware of their language.

- b) Giving vocabulary tasks enriched their vocabulary mastery. They learnt new words and dialogues. They said that the dialogues were useful for their future career demands.
- c) Giving pronunciation practices improved their pronunciation. They corrected many pronunciation mistakes after the teacher exemplified the correct pronunciation. Moreover, they considered falling and rising intonation too.
- d) Asking the students to make role play effectively improved their speaking ability. They said that they practiced speaking a lot. They made use of lots of English expressions employed in particular situations. They stated that role play boosted self-confidence and improved their motivation to produce more language. Moreover, it encouraged them to speak more fluently.

On the other hand, there were unsuccessful actions applied in Cycle II.

The unsuccessful points were shown on the following points.

- a) Showing videos was not effective. Most of the students found many difficulties in comprehending the content of the videos. They did not successfully catch words or expressions uttered by the actors on the videos. They did not enjoy learning English through watching the videos, instead it decreased their motivation.
- b) Giving game did not successfully increase their speaking ability. They did not get equal chances to participate on the game given. It was dominated by a few talkative students so it created class discrimination.

### 3. The Result of the Pre-Test and Post-Test

The researcher conducted pre-test and post test to get a broader picture of the students' speaking ability, The pre-test was given at the beginning of the research. The students were asked to make role play in front of the class in pairs. The topic of the role play was taking and making an order at the restaurant. Their performances were scored into five categories including pronunciation, grammar, vocabulary, fluency and comprehension. Each of the category was labeled 1 (one refers to students who cannot communicate in English, except for the most basic conversations) to 5 (five refers to students whose speaking proficiency equivalent to that of an educated native speaker). The scoring scheme for speaking testcategory can be seen on Appendix E. Having collected the data of pre-test, the scores were processed with Microsoft Excel program. It was done to see the mean score of the pre-test. The table below shows the mean score of the pre-test.

**Table 12: The mean score of the pre-test**

Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	The mean score
2,7037037	3,0740741	3,037037	2,962963	2,7407407	2,96

Then, the students were given a test at the second meeting. Their performances of having role play was used as the progress test. Both reasearcher and collaborator gave scores for their performances. The result of the progress test is on the table below.

**Table 13: The mean score of the progress test**

Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	The mean score
4	4,9166667	4,2222222	4,2222222	4,2777778	4,40

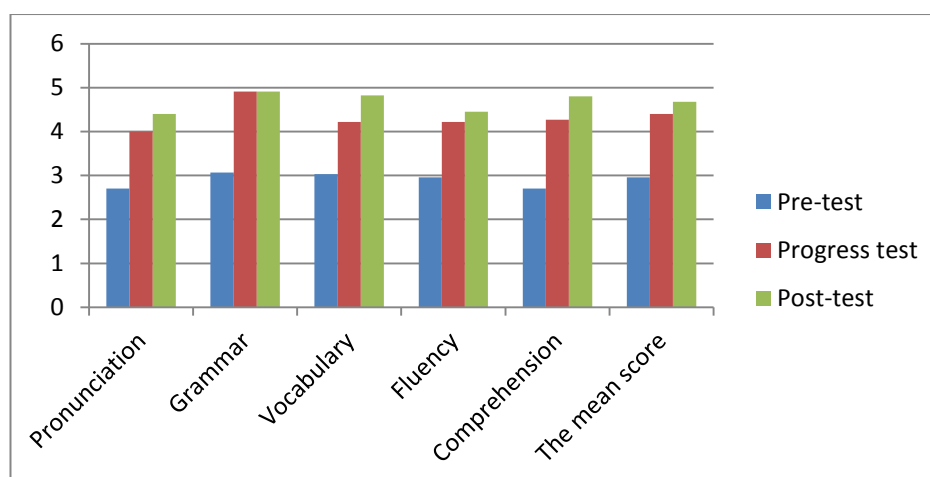


In addition, they students were given post-test. It was given at the end of Cycle II. They were asked to make role play of taking messages. The performances during the role play were scored by using Oral Proficiency Scoring Category. The following table shows the result of the post-test.

**Table 14: The mean score of post-test**

Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	The mean score
4,4	4,91	4,82	4,45	4,8	4,68

The chart below presents the comparison of the mean scores of the pre-test, the progress test and the post-test2.



## B. General Finding

The subchapter presents the general finding of the actions applied in Cycle I and Cycle II in the research. In connection with the aim of the research that was improving speaking ability of students of Tourism Department of SMKN 7 Yogyakarta through role play, the actions applied were done to attain the goal.

In Cycle I, the implementation of role play was succesful to improve their speaking ability because role play provided lots of opportunity to practice their speaking ability. The opportunities enabled them to make use English expressions employed in different situations relating to their roles. They said that the role play activities encouraged them to learn many things such as vocabulary, pronunciation and body language. First of all, they learnt dialogues useful for work. Then, they practiced pronouncing the diealogues. They also learnt good attitude in the work place. Moreover, role play boosted the students' self confidence.

However, problems relating to the students' speaking fluency and their motivation still existed. They did not speak fluently because they tended to look at the handouts while they were having role play in front of the class. They only read the handouts without making eye contact with their partner. As a result, the activities were not challenging for them. The researcher also found that they lacked motivation. Some of them did not participate in the teaching learning process.

To solve the problems mentioned previously, the researcher implemented a series of actions in Cycle II. In the second cycle, the students were not allowed to bring handouts while performing role play. They also played a game at the beginning of the class. The table below shows the result of the actions applied in Cycle I and Cycle II.

**Table 15: The Result of Actions Applied in Cycle I and Cycle II**

<b>No</b>	<b>The students' speaking condition before the action of Cycle I</b>	<b>The students' speaking condition after the action of Cycle I</b>	<b>The students' speaking condition after the action of Cycle II</b>
1	The students did not consider body language and facial expressions.	Most of the students did not show proper body language and facial expressions.	Most of them showed eye contact and facial expressions.
2	The students lacked of confidence.	Most of the students speak confidently.	Most of them speak confidently.
3	The students made pronunciation mistakes.	Their pronunciation mistakes were decreased.	Their pronunciation mistakes were decreased.
4	The students had limited vocabulary relating to tourism.	Their vocabulary mastery was richer.	Their vocabulary mastery was much richer.
5	The students were less enthusiastic on the teaching learning process.	They showed enthusiasm on the teaching learning process.	They enthusiastically got involved int the teaching learning process.
6	The activities were monotonous.	The activities were more varied.	The activities were more varied and challenging.
7	The mean score of the students' speaking ability was 2,90.	The mean score of the students' speaking ability was 4,40.	The mean score of the students' speaking ability was 4,68.

In line with the table above, there were improvements on the students' motivation at the end of Cycle II. They were motivated to improve their performance on the role play. They have made some efforts so that they could perform role play successfully. One of the efforts was rehearsing their dialogues many times before they actually carried out it in front of the class. They became

more active during the teaching learning process because they were given varied activities in one meeting.

In reference to the table, it could also be seen that their speaking skills improved and their vocabulary mastery was better. They learnt many new words and expressions which were useful for future career needs. Then, they could minimize pronunciation mistakes of words. The students' pronunciations were better than theirs in the first cycle. They also considered the degree of politeness of their language and body language too. As a result, they could speak fluently.

The table above also shows that there was a statistical difference between the mean score of pre-test and post-test. The mean score of the post-test 2 was 4,68. It was higher than the mean score of pre-test which was 2,9. It proved that there were improvements on the students' speaking ability.

In connection with the qualitative analysis and the quantitative analysis, the students' speaking ability improved. Therefore, it can be concluded that role play was effectively improved the students' speaking ability.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents conclusions and suggestions. The following description describes each of them.

#### **A. Conclusions**

The main objective of the research was to improve students speaking ability of Tourism Department of SMKN 7 Yogyakarta in the academic year of 2012/2013 using role play. The result of the study showed that there were some improvements of their speaking ability. First of all, the implementation of role play created enjoyable learning climate that improved the students' motivation to practice speaking. This referred to the fact that they enthusiastically got involved in the role play activities. While having role play, it could be seen that they enjoyed acting their roles based on the given situation.

Then, role play could improve the students' self confidence. There was a gradual improvement on their level of confidence. In the first cycle, only few students were confidently having role play without text. Surprisingly, in the second cycle, all of them confidently acted their roles without taking handouts along the role play activities. It indicated that role play could boost one's self-esteem. Furthermore, role play gave a lot of opportunities to use a variety of language rather than just one language structure. The students were encouraged to express ideas, feelings and expressions in English in the role play activities. To encourage them, first of all the teacher introduced dialogues and useful expressions relating to given situations. Then, they were asked to practice

pronouncing it together with the teacher. In the free-production activity, they successfully used a wide range of language opportunities to communicate with other students.

In addition, the use of role play encouraged them to be more aware of non-verbal cues such as facial expressions and body movements. In line with the reflection stage of Cycle II, the students made eye contact while having role play in front of the class. They said that they were excited because it made the role play activities more lively. They also said that it was like having real communications when they showed body movements during the activities.

Moreover, there was a statistical evidence proved that the students' speaking ability improved. The researcher conducted pre-test and post-test to determine whether there was a statistical difference between their speaking score before and after the implementation of role play. The mean score of the pre-test was 2,90. The mean score of the post-test increased significantly to 4,6. It proved that the implementation of role play helped them to gain a better speaking proficiency.

From the result gained as stated above, it can be concluded that the implementation of role play in the teaching learning process of speaking was believed to improve the students' speaking ability.

## **B. Suggestions**

In reference to the result of the research, there are some suggestions addressed to the English teacher and the other researcher.

### **1. The English teacher**

To the English teacher, the researcher suggests that it is important to improve the speaking ability of Tourism Department through role play. The role play encouraged them to act different roles in different situations. She could give situations that useful for their future career demands, therefore they will be more successful on their specialities. She should choose the materials that are appropriate and not too difficult for them. Before assigning the role play, she should make sure that the students have fully understood and have the information they need. She should keep an eye on the classroom interaction because they could be very noisy when having rehearsal time. Moreover, she should pay attention to the students' pronunciation.

### **2. The other researchers**

To the other researchers, there are some other issues that can be interesting to be carried out. For example, they can further explore some other teaching techniques to improve the students' speaking ability. Therefore, they may enrich English researchs, especially those which deal with speaking ability.

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# APPENDICES

# Appendix A: Field Notes

**Field note 1**

Date : September 13th, 2012

Time : 7.15 a.m – 9. 30 a.m

Place : UPW Class

ET : English Teacher

1. The ET entered the class at 7.15. Students greeted her cheerfully. They looked happy. One of students led a prayer. “How are you doing?” said the ET. Nobody answered it because they did not know its meaning. She changed the question “How are you today?” At this time, they all replied.
2. ET told the aim of the teaching learning process at 7.30. “Today we’ll study about hobbies and interests”. She did not use handouts or LKS (Lembar Kerja Siswa) but she preferred to write down the material at the white board. Firstly, she explained grammar. She wrote the use of “like” in sentences. The students wrote it down on their book. A few moments later, she interacted with them. “So, Rita what is your hobby?” “Ehmm, my hobby is reading book”. The interaction between teacher and the students ran well. She encouraged students to use English expressions. Some students were very active while she was giving eliciting questions about hobbies and interest. On the other hand, other students were having chat with friend.
3. At 7.45 she grouped the students into two big groups. She gave flash cards to them, and then explained the rule. They would be an interview and an interviewer. They would exchange information about name, hobby, interest, age, marital status, number of children and job. Firstly, ET helped them to brainstorm useful English expressions. However, she explained it briefly so there were some students missed the words. Later, they practiced speaking in pairs. At that time, the class was very noisy. They carried out conversations in pairs. During the conversations, there were many speaking problems occurred. Most of them miss-pronounced “technician”, “say”, “excuse”, “old”, “may”, etc. They should learn

falling and raising intonation too. Some of them did not know how to make questions in a good way. Then, they groped for words. In addition, they made grammatically inaccurate sentences.

4. At 8.20 ET stopped the activity. Everybody came back into their own chair. She called all interviewers in front of the class. She asked them to interview their friends again. While conducting the interview, there were some students having difficulties in making sentences in a good order.
5. AT 8.30 ET gave feedback. She corrected the students' pronunciation mistakes. Then she closed the class by saying "That's all for today. I hope you can express giving and asking information. See you next week".

## **Field note 2**

Date : October 18<sup>th</sup>, 2012

Time : 7.15 a.m – 9. 30 a.m

Place : UPW Class

Ss : The Students

R : Researcher

1. The researcher arrived at school at 7.10 a.m. R went upstairs to UPW (Unit Pelayanan Wisata) class. Some students still played outside the class. R told all of them to enter the class. First of all, R greeted them. R introduced herself and her friend. R and Ss were having a small chit-chat. Then, R told them that the day they would have a pre-test.
2. R told the rule of the test by giving explanation about role play. R told that they had to perform a given situation. The situation was presented on flashcards. They should prepared their dialogues before actually made a role play. Ss understood it. The students performances were recorded by using a video recorder.

3. R found that their performances were not good. Most of the students cannot express ideas in English. Ss did not know how to say something in English. Their pronunciation was poor.
4. Ss did not speak confidently. They did not know how to say something in English.
5. Ss did not pay attention to degree of politeness and degree of formality of the language.
6. Ss did not interact well with other students because they were lack of vocabulary. They did not initiate to speak spontaneously. As a result, the communication among the students was not good.
7. R gave more explanation about the topic given. R gave feedback. R corrected the students' mistakes.
8. R gave reinforcement. R said good-bye to the students.

### **Field note 3**

Date : October 25<sup>th</sup>, 2012

Time : 7.15 a.m – 9. 30 a.m

Place : UPW Class

Ss : The Students

R : Researcher

1. At 7.15 R entered the classroom. Ss were ready to study. They prepared handouts of the last materials and they also brought dictionary.
2. R greeted them and called the role. One student was absent. Then, they prayed silently. Then, all of them sang Indonesia Raya, the national anthem of Indonesia. R told the learning objective which was taking orders at the restaurant.
3. R distributed handouts. Firstly, R told them to see the pictures in task 1 and asked some eliciting questions about it such as: What do the waitresses do in the picture? Does the conversation take place in formal or informal situation? What should be considered by the waitress in that kind of



situation? They answered the questions by saying “It happen in formal situation” “The waitress should smile” “The waiter should be polite”.

4. Ss listened to R explanation. They gave opinions about the picture. They tried to identify the context of the given picture. Ss who were sitting at the front rows shared their opinions with the teacher, meanwhile Ss who were sitting at the backrows did not pay attention to it.
5. Later, did vocabulary exercises in Task 1 and Task 2.
6. R asked them to match the words and the pictures of various dishes. They did it enthusiastically. They shared their work with others. Some of them consulted the dictionary.
7. Most of them did not familiar with the dishes. It was because the fact that they often asked R to describe the taste of the food. R explained them how does it taste and how to cook it.
8. Ss learnt words relating to appetizer, main course and dessert. They curiously found the Indonesian meaning of the words. When they found difficulties, they were not reluctant to ask unfamiliar words such as: nachos, veal cutlet, Caesar salad, etc.
9. R explained the materials about ordering. She used white board and pictures as the learning kits. Her explanation was good. It was understandable but her voice was not loud.
10. R gave the expressions of taking orders. R showed dialogues of taking orders. Then, Ss were asked to identify the expressions of taking orders.
11. R gave pronunciation drilling. Ss repeated after her. Some students pronounced incorrectly. They did not know how to pronounce ‘great’, ‘would’, ‘student number’, ‘here’, ‘main course’, ‘appetizer’, ‘dessert’, ‘steak’, ‘nachos’, ‘spaghetti’, etc. She directly corrected it.
12. R played a video of taking orders at the restaurant. However, there was a technical problem. The LCD did not work properly so that the students could not see the motion pictures. Fortunately, they could listen to the video. All of them listened to it carefully. They sharpened their ears to

learn the intonation and the pronunciation of the expressions of taking messages.

13. R and Ss had discussion about the video. R asked them to identified the expressions of taking orders. All of them could identify the expressions. It indicated that they had understood the materials given.
14. R asked them to make role play based on the given situation. They were very enthusiastically to prepare their dialogues. They worked in pairs to make a dialogue.
15. R asked Ss to rehearse their dialogues. Most of the students were rehearsing their lines. But some of them were chatting on different topics. Even, some students were sleep in the class.
16. The class became very noisy, R tried to calm them down. It did not work well because the students' voice was very loud.
17. R moved around the classroom to give help if it was needed. Some students asked how to pronounce some words. R drilled the correct pronunciation.
18. R asked them to make a role play. They could perform it well. They make use the English expressions of taking orders at the restaurant. However, they did not speak spontaneously because they looked at the handout.
19. R gave feedback. She told the class that they were doing great at the day. R motivated them to speak more languag at the classroom.
20. As the bell rang, R took leave.

#### **Field note 4**

Date : November 1<sup>st</sup>, 2012

Time : 7.15 a.m – 9. 30 a.m

Place : UPW Class

Ss : The Students

R : Researcher

1. The bell rang at 7.15 a.m. R entered the classroom. Ss were still not ready to study. They were talking with friends while R was preparing the

LCD, the laptop, and the speaker. A few moments later, there was an announcement from the class speaker that the students should sing the National Anthem of Indonesia. It calmed them down. Everybody paid attention to the announcement. Then, R and Ss sang the song together.

2. R stood up at the front center of the class. R greeted them "Assalamu'alaykum warohmatullohi wabarokatuh. Good morning, everybody". They answered "Walaykumsalam warohmatullohi wabarokatuh". "How is it going? Is there anyone missing?". They seemed confused with my questions. R changed the questions "How're you? And is anybody absent today?". They replied "We're good miss. No one absent".
3. R told the learning objective to the class. She said that the day they would learn how to take a reservation at the hotel. First, they did not understand so R translated it in Indonesian.
4. First of all, R drew the students' attention to the pictures presented on the monitor. Ss looked at it. R recalled their background knowledge. R encouraged them to mention hotels in Yogyakarta. Everybody was very active to mention hotels. They actively made their contribution to answer her question. They tried to mention more hotels than others. There was some lively atmosphere at that time.
5. R asked them to identify some expressions of taking reservations. The students could answer it well. They identified some expressions such as: 'Welcome to our hotel', 'How may I help you?', 'What can I do for you?', 'May I help you?'. R appreciated it.
6. R played a video of taking reservations. The video was shown with English subtitle. It was hoped that they could comprehend the video easily. All of them watched it carefully. They paid attention to the expressions, intonation, and facial expressions.
7. R and Ss had a discussion about the video. They shared opinions with friends. Most of them participated actively on the discussion. However, some students at the back rows did not take part in it.

8. R gave handouts to the students.
9. R asked them to do Task 2 and Task 3. They had to find the Indonesian meaning of some words. They matched some pictures to some words relating to hotel reservations.
10. They did it enthusiastically. Everybody did it. Some students consulted dictionary to find some difficult words.
11. While Ss were doing the tasks, R sat back. She gave time for them to finish the tasks.
12. R gave some expressions of taking reservations. The students were asked to memorized it. R gave three dialogues of taking reservations. She asked them to learn it. R asked them to find the difficult words, then they discussed it together.
13. Ss tried to pronounce the words relating to taking orders. They made some pronunciation mistakes. R corrected the mistakes. Therefore, their pronunciation was better.
14. A few moments later, two students asked a question. "Miss, ini cara bacanya bener gak? (pointing at en suit)" "Ehmm yes, you're right. It's /, ɒ n' swi: t/". Some other students did not reluctant to ask anything to R. When they needed help or had something to ask, they directly asked it to R.
15. R showed another video. Ss watched it carefully. Because of the unclear voice on the video, Ss made some noise. They became noisy. Therefore, the video were not effective.
16. R asked Ss to make role play in pairs. The students were given a situation that they had to perform. They enthusiastically got involved in the role play. It can be seen that all of them prepared their lines. They shared ideas with their peer about dialogues that they were going to perform. They also rehearsed their dialogues many times. Having rehearsed the dialogues, they made role plays in front of the class. Most of them performed well. They spoke fluently and confidently.

17. Before the class ended, R gave encouragement and feedback to their performances. “You’re doing great today. I’m glad. Your pronunciation is better and all of you have been aware of politeness. Good job, guys.”
18. R closed the class and said good-bye.

### **Field note 5**

Date : November 22<sup>nd</sup>, 2012

Time : 7.15 a.m – 9. 30 a.m

Place : UPW (Unit Pelayanan Wisata) Class

Ss : Students

R : Researcher

1. As usual, the English lesson was started at 7.15 a.m. R entered UPW class. To begin with, she greeted the students. “Assalamu’alaykum warohmatulohi wabarokatuh. Good morning class. How’s life? How’s everybody feeling today?” “Walaykumsalam warohmatullohi wabarokatuh. I’m fine miss” “I’m great” “I’m very well”. The students replied with varied answers. Most of the students were able to participate in the conversation. They were active.
2. R told the learning objective to the class. She told that they would learn taking messages via telephone. She gave opportunities to the students to brainstorm the English expressions of taking messages via telephone. First of all, she gave eliciting questions to them. The students’ responses were good. They actively answered the questions. In addition, they also identified some expressions of taking messages. Then, R motivated them by giving positive feedback such as good job and good try.
3. The next activity was playing a game. R told the rule of the game. At the beginning Ss were confused. R calmed down the class. R re-told the rule of the game. The rule was that Ss had to work in a group of six. Each group got a text entitled “telephoning”. They had to discuss it together with their group. Having discussed the text, they had to play the game. R

gave questions relating to the text. The groups had to compete to get the right answers.

4. While playing the game, the smart students always got the chance to answer the questions. They spoke very actively so that they dominated the classroom talk. However, the slow learners were passive. They did not get opportunities to speak up. The game did not successfully provide equal opportunities to speak for them.
5. The following activities were vocabulary tasks and pronunciation practices. The first task was finding the Indonesian meaning of some words related to taking messages. They enthusiastically found the Indonesian meaning of the words. Sometimes, they consulted dictionary. Then, R explained the English expressions employed in taking messages. R gave dialogues and discussed it with the class. The second vocabulary task was filling in the blanks with suitable expressions of taking messages. Most of them got the right answers. It indicated that they understood the teachers' explanation.
6. The following activity was pronunciation practice. R asked them to practice the dialogue in pairs. While R was walking around the class, some students asked for help. 'Miss, direct apa?' 'Direct means menghubungkan.' 'How may I direct your call? Bagaimana saya bisa menghubungkan telepon anda?' 'Kalo pagi itu a.m. atau p.m miss?' 'a.m'. All of the students did the vocabulary tasks. Later, they pronounced it together. While they were having conversations, R caught mispronounced words such as "direct", "busy", "sure", and "phone". R drilled the correct pronunciation.
7. Later, R had the students make a role play of taking messages. They had to perform it in pairs and without texts. They did not allowed to bring handouts while role playing the given situation. Firstly, they read the situation given. Having comprehend the situation, the groups discussed the dialogues which would be performed on the play. Then, they rehearsed for the play. All of them used cellphone as the property. After that, they

performed role plays in front of the class. They brought about the conversations of taking messages fluently. Most of them showed self-confidence. They did not grope for words. They did not make lots of pronunciation errors. They considered intonation and facial expressions too. In general, the students' speaking ability was good.

8. It took longer times for them to prepare their dialogues. They made their own dialogues. They copied it from the handouts. Some of them improvised their lines. It was good because they showed their creativity and activated their imagination. The class became noisy because they tried to memorize the dialogue. They kept practicing until the researcher called for volunteers. Some of them were confident. The number of students who had self-confidence increased gradually. The class had showed their speaking improvements. Most of them are able to speak fluently. Their pronunciation was good and their vocabulary mastery improved.
9. Before the class ended, the researcher gave feedback on their performance. Some students look satisfied with their speaking ability. Some others smiled. She gave conclusion. "Today you have learnt about taking messages. The first and most importantly, you have to be polite and your voice should be proper. The useful English expressions are How may I help you? May I speak to the manager? Could I take your message?"
10. The bell rang at 9.30. It was the end of the class.

### **Fieldnote 6**

Date : 29th November 2012

Time : 7.15 a.m – 9. 30 a.m

Place : UPW Class

ET : English Teacher

R : Researcher

1. The researcher entered the classroom. She prepared the learning media such as a laptop, an LCD, a speaker and handouts. As a lead in, she

greeted the students and asked if anybody missing. One student was absent. Melinda was not at the class.

2. R told the learning objective. R encouraged them to discuss what should do and should not do in an interview session. 'Well class today we learn about job interview.' 'What will you do after graduating from SMKN 7 Yogyakarta?' 'Perhaps some of you wanna go to college like STIPARY.' 'Some others wanna got work.' 'At a hotel, at a restaurant or at the airport for example.' 'Usually, people who apply for a job are required to take a job interview.' 'Anybody have been interviewed before?' 'Apakah kalian pernah di-interview sebelumnya?' 'Not yet miss' 'Wawancara ya miss?' 'Iya. So today we learnt about job interview'.
3. R wrote several phrases relating to job interview on the whiteboard. The students were asked to sign the phrases in two categories 'do' (It means the phrase should be done during an interview) and 'do not' (It means the phrase should not be done during an interview). The phrases were 'showing good attitude', 'showing enthusiasm towards the company', 'well-organized', 'preparing the port-folio', 'well-dressed', 'showing respect to the interviewer', 'using informal dress', 'interrupting talk', 'lying', and 'do not bring the port-folio'. They competed with other students for the opportunities to label the phrases. They discussed it together. The students participated on the discussion. They were enjoyed it.
4. R had the students do vocabulary tasks and then R gave pronunciation practices. 'Class, class there are plenty of opportunities to apply for a job in tourism business.' 'You may choose every job you like.' 'First, you need to know your duty of the job.' 'A chef, for example, should prepare food and drink for customers.' 'Now mention five jobs in tourism business.' 'Receptionist' 'Nganu miss, bell boy' 'Waiter or waitress' 'Kalo yang di penjualan tiket apa ya?' 'It's travel agent' 'What??' 'Pardon miss?' 'Travel agent' 'Yes, great. You're doing well all.' 'Look at the handout at task 2.' 'You need to match the job with its description.' 'Do it



in pairs'. They worked in pairs. Then we discussed it together. They cooperatively participated on the teaching learning process.

5. R explained job description and educational background. R gave the expressions of asking and giving information about job description and educational background. Ss listen to her explanation. Then, they matched some job descriptions and educational background. They did it enthusiastically. Then, R exemplified the pronunciation. Ss were encouraged to pronounce the expressions of interviewing. Some of them pronounce the expressions incorrectly. However, the teacher chose not to correct it immediately.
6. Most of the them read aloud the expressions from the handout. They could find the expressions like: Could you tell me your responsibility? I would like to know about what your responsibility? Could you tell me about your educational background? Most of them practiced speaking with good intonation. However some students miss-pronounced some words. They said /responsibeliti/ instead of /rɪ , spɒ n t .sɪ ' bɪ l.i .ti/, /lugeg/ instead of /' lʌ g.i dʒ /, /menu/ instead of /' men.ju: /, /edukesional/ instead of /, ed.ju ' keɪ .ʃ ən.əl, /tek/ instead of /teɪ k/, /kould/ instead of /kʊ d/ and /turisem/ instead of /' tu ə.rɪ .zəm/. R gave feedback and corrections on their pronunciation. All of them practiced speaking. They were actively asking and giving information about job description and educational background.
7. R played a video of interviewing. Ss watched the video carefully. After that, they had discussion about the video. Ss gave their opinions about it. Ss tried to speak spontaneously.
8. R discussed the video with the students. They interacted well. To motivate the students, R gave appreciation by saying 'good try' and 'good job'.
9. R asked the students to make role play relating to the situation given in Task 5 in pairs. R gave rehearsal time. The students' performance was recorded using a video recorder. They enthusiastically performed the situation. Firstly, the upper-intermediate learners confidently came in front

of the class. They started to do role play. They considered body language and eye contact. They fluently did it. Their pronunciation was not native like but the intonation was good. Then, some intermediate learners showed their speaking ability. Some of them repeated their dialogues because they forget their lines. On their second performance, they could perform better role plays. Slow learners took more rehearsal time before role playing the situation. Some of them made pronunciation errors. They groped for words too. While other students having role play in front of the class, the class paid attention to their performance. They appreciated their friends, especially those with good performance. In general, the students' performance was good.

10. R gave feedback on the lesson. R encouraged the students to study harder and practice more. R closed the class.

# Appendix B: Interview Transcripts

## Interview Transcripts of Cycle I

Interview 1

Date : September 13rd, 2012

Place : UPW Class

R : Researcher

ET : English Teacher

R	:	Assalamu'alaikum wr.wb. Selamat pagi bu Wulan.
ET	:	Selamat pagi.
R	:	Dapatkah ibu jelaskan proses pembelajaran speaking di kelas ibu?
ET	:	Kalau di kelas speaking saya biasanya selalu menggunakan bahasa yang up to date misalnya menggunakan ekspresi-ekspresi lucu atau bahasa Jawanya plesetan itu sehingga siswa perhatian ke kita. Kalau seperti yang tadi di kelas itu sebenarnya saya mau pakai nama-nama yang terkenal seperti tokoh-tokoh di twilight atau yang lainnya.
R	:	Apakah ibu menemui kesulitan dalam mengajarkan speaking kepada murid-murid?
ET	:	Ya kalo dari kelas UPW itu hanya sekitar 6 anak yang aktif, mungkin karena kosa-katanya terbatas ya jadi mereka enggan.
R	:	Vocabulary mereka kurang ya bu? Terus ada kesulitan yang lain tidak bu?
ET	:	Ehmm kebanyakan dari mereka malu karena pronunciationnya kurang bagus, spellingnya takut salah. Gak PD mereka.
R	:	Menurut ibu, apakah mereka termasuk siswa yang takut untuk mencoba speaking ability?
ET	:	Oh, enggak.
R	:	Bagaimana cara ibu untuk mengatasi kesulitan belajar speaking, misalnya kesulitan pronunciation dan vocabulary?
ET	:	Kalo vocabnya biasanya saya suruh untuk hafalkan. Misalnya, setiap pertemuan itu ada 10 atau 20. Bisa kata kerja atau materi yang berhubungan dengan hari itu. Kalo pronunciationnya kadang saya tuliskan ejaannya, cara pengucapannya, pelafalannya seperti apa, kemudian beri contoh, kemudian nanti bareng-bareng mengucapkannya.
R	:	Mereka kan siswa pariwisata buk, materi speaking apa yang sering ibu berikan kepada mereka?
ET	:	Kalau kelas tourism itu biasanya saya suruh mereka untuk wawancara turis, kalo enggak nanti role play, jadi ada yang jadi turis

		ada yang memberi arah. Tergantung materinya.
R	:	Bagaimana cara ibu untuk memotivasi untuk belajar speaking?
ET	:	Mungkin saya kasih gambaran kalo mereka besok bisa ngomong lancar dengan turis. Kalo speakingnya bagus bisa dapet kesempatan ke luar negeri.
R	:	Menurut ibu sendiri bagaimana respon siswa terhadap KBM speaking tadi?
ET	:	Menurut saya mereka antusias ya. Seneng gitu.
R	:	Terimakasih ibu untuk wawancara hari ini.

## Interview 2

Date : September 25th, 2012

Place : UPW Class

R : Researcher

ET : English Teacher

R	:	Selamat siang ibu Wulan.
ET	:	Selamat siang Mbak Ayu.
R	:	Bagaimana komentar ibu tentang pelajaran hari ini?
ET	:	Sebenarnya sudah bagus mbak. Step-step mengajarnya sudah kelihatan rapi. Terus cara menjelaskan kepada murid-murid juga cukup baik. Hanya aja suaranya kurang keras. Yang baris ke-empat sampai belakang gak denger. Jadi untuk pertemuan besok lebih keras ya mbak.
R	:	Apakah saya menjelaskan materi dengan jelas bu?
ET	:	Kalau saya lihat ini ya mbak, suaranya kurang kenceng. Dari belakang tidak kedengeran. Kalo tiga baris pertamadari depan mungkin masih bisa denger, tapi kalo udah di barisan belakang gak kedenger. Mungkin sama pengontrolan atau menejemen kelasnya bisa ditingkatkan lagi. Misalnya untuk pertemuan besok bisa pakai kamera digital itu jadi bisa lebih efektif
R	:	Iya bu terima kasih sarannya. Penjelasan materi yang saya berikan bagaimana bu?
ET	:	Cukup jelas ya mbak, jelasinnya runtut terus penyampaiannya juga bisa dimengerti.
R	:	Apakah ada peningkatan kosa-kata pada siswa-siswa bu?
ET	:	Mereka semua sudah belajar banyak kosa-kata baru hari ini ya mbak. Tapi mereka masih mencari-cari pada teks. Walaupun, ada

		beberapa yang bisa bikin dialog tanpa teks, tapi banyak juga yang masih nyari-nyari gitu.
R	:	Dengan mempelajari vocabulary, apakah mereka bisa comprehend the situation given buk?
ET	:	Iya, sudah pada bisa soalnya dari awalkan juga sudah diberitahu.
R	:	Apakah mereka sudah lancar menggunakan ekspresi-ekspresi ordering buk?
ET	:	Some of them yes, tapi banyak yang belum juga.
R	:	Menurut ibu, apakah mereka sudah mempertimbangkan situasi, tujuan, tingkat keformalan dan tingkat kesopanan dalam berbahasa bu?
ET	:	Apakah mereka menggunakan gerak tubuh dan intonasi yang tepat dan sopan bu?
R	:	Kalo penggunaan bahasa dan intonasinya sudah bagus ya mbak. Sudah terdengar sopan. Tapi kebanyakan dari mereka tidak memperlihatkan gerak tubuh atau mimik. Mereka kan kemarin itu selalu bawa teks jadi selalu melihat teksnya itu. Gak melihat lawan bicaranya.
ET	:	Iya sih terutama “repeat please”, “once more”, “what”. Itu. Catatan saya untuk pengajaran mbak Ayu hari ini menyangkut menejemen kelas ya mbak. Begitu ada murid yang ramai, tidak memperhatikan dan mengganggu pelajaran; langsung ditegur saja atau diberi pertanyaan. Atau bisa juga misahin murid yang ramai-ramai itu. Tempat duduknya dipisah biar gak ngobrol sendiri.
R	:	Terimakasih buk.
ET	:	Sama-sama mbak Ayu.

### Interview 3

Date : October 25th, 2012

Place : UPW Class

R : Researcher

S : Student (Debby)

R	:	Apa komentar kamu tentang pelajaran hari ini?
S	:	Ya seneng sih.
R	:	Senengnya kenapa?
S	:	Karena ada hal baru.
R	:	Misalnya apa, dek?

S	:	Ya kayak dialog-dialog itu. Tapi sayangnya mbak kurang keras.
R	:	Tadi pas diawal pelajaran itu kan ada video tentang taking a reservation. Apa pendapat kamu tentang video tersebut?
S	:	Kecepaten. Terlalu cepat.
R	:	Tapi ide tentang memutarkan video itu bagus gak?
S	:	Kalo adanya video kita bisa tahu kalo di hotel tu kayak gini kayak gini. Jadi kita bisa mempersiapkan lebih baik lagi.
R	:	Apa pendapat kamu tentang role play?
S	:	Ya itu yang bikin seneng. Jadi gak jenuh. Kan ada praktek speaking. Terus dialog-dialog itu. Nglatih buwat kita juga. Ya gak cuman teori-teori terus.
R	:	Ada saran untuk pertemuan selanjutnya?
S	:	Games. Ya maunya game.
R	:	Makasih.
S	:	Ya.

#### Interview 4

Date : October 25th, 2012

Place : UPW Class

R : Researcher

S : Student (Arief)

R	:	Hello, Arief. How're you today?
S	:	Yes
R	:	Langsung saja. Apa pendapat kamu tentang pertemuan kemarin dan pertemuan hari ini?
S	:	Bagus banget mbak. Karena menambah ke-PD-an kita.
R	:	Menurut kamu pronunciation kamu bagaimana setelah belajar hari ini?
S	:	Bertambah baik. Semakin bagus aja.
R	:	Tadi kamu juga sudah mempraktekkan role play. Menurut kamu gimana role play itu?

S	:	Menurutku bagus banget karena kita kan di depan to mbak jadi mestinya kita tuh melatih bikin dialog role play pakai bahasa Inggris kan keren.
R	:	Apa saran kamu untuk pertemuan selanjutnya?
S	:	Ya ditambahin aja mbak kegiatannya kayak role play tadi kan sama jurusan juga nyambung banget.
R	:	Thank you.
S	:	Ya (mengangguk-anggukkan kepala).

#### Interview 5

Date : November 1<sup>st</sup>, 2012

Place : UPW Class

R : Researcher

S : Student (Indah)

R	:	Apa komentar kamu tentang pelajaran hari ini?
S	:	Aku gak denger dari belakang gak kedengeran mbak. Terus aku juga gak dong soalnya mbaknya jelasinnya kecepeten. Jadi aku baru di task 5 ntar mbak udah lari ke task 7. Tapi aku kan pinter ya mbak jadi aku belajar sendiri dengan materinya.
R	:	Apa komentar kamu tentang vocabulary task and pronunciation task?
S	:	It's so good. (Dia berkata dengan genitnya dan dengan mengacungkan jempol).
R	:	Kenapa kok bisa bagus?
S	:	Kan kalo belajar vocab kan kita bisa menambah kosa kata dan tadi kan aku belum tahu to trus aku buka kamus jadi tahu. Trus dijelasin jadi tambah tahu.
R	:	Terus apakah pronunciation (cara pengucapan dalam bahasa Inggris) kamu menjadi lebih baik?
S	:	Saya kan pintar jadi bisa tetap melatih (tangannya didekatkan dengan mulut mengisyaratkan pengucapan).
R	:	Apa komentar kamu tentang role play?



S	:	Kita udah terbiasa role play. Kalo sama miss Wulan kan udah diajari terus. Dulu juga ada mbak nisa jadi kita udah biasa. Dulu tu kan juga at the restaurant, pakai properti, jadi pakai maeman langsung. Jadi kalo bisa juga kayak gitu. Bisa lebih excited gitu lho mbak. Lha nek dulu kan cuman 2 jam, sekarang ada 3 jam jadine kan bisa lebih lama gitu lho mbak.
R	:	Saran kamu untuk pertemuan selanjutnya apa?
S	:	Ya itu jadi gak cuman maju ke depan ditambahin kegiatannya kayak kuis gitu. Trus kayak teka-teki gitu jadi kita dibikin permainan tanya satu sama lain. Ntar yang paling banyak ntar dapet reward.
R	:	Okay. Thank you, Indah.
S	:	You're welcome.

#### Interview 6

Date : November 1<sup>st</sup>, 2012

Place : UPW Class

R : Researcher

S : Student (Azizah)

R	:	How are your today? What are your comments about today's meeting?
S	:	Fine. Uhhm fun. Yes fun.
R	:	Pendapat Azizah tentang vocabulary task bagaimana?
S	:	Bagus. Dapat vocab yang baru, kata-kata baru terus penggunaannya.
R	:	Setelah belajar vocabulary, mbak juga memberi ekspresi-ekspresi yang muncul dalam dialog. Menurut kamu membantu tidak?
S	:	Iya suka saya. Besok kalau di dunia kerja itu kan ada jadi bisa membekali.
R	:	Hari ini saya memutarkan video. Video itu membantu kalian dalam belajar tidak?
S	:	Iya membantu. Kalau yang customer sama receptionist itu efektif tapi kalau yang kedua enggak soalnya anak-anak pada ramai.
R	:	Komentar kamu tentang role play apa?

S	:	Ya lebih bisa tahu tentang karakter-karakternya, terus melatih mental.
R	:	Kemudian tadi kamu juga telah diberi handout. Itu membantu belajar tidak?
S	:	Membantu. Jadi punya materi baru bisa buat belajar kalau membutuhkan sewaktu-waktu gitu.
R	:	Thank you.
S	:	You're welcome.

#### Interview 7

Date : November 1<sup>st</sup>, 2012

Place : UPW Class

R : Researcher

S : Student (Aldino)

R	:	How are you doing today? What are your comments about today's meeting?
S	:	I'm fine. Jadi biasanya temen-temen tu kalau ada guru baru biasanya gak langsung klop. Tapi ini saya lihat perlahan-lahan mulai klop. Biasanya temen-temen tu malah ngajakin ngerja'in gurunya. Tapi kalau ini enggak Jadi saya merasakan hal yang berbeda.
R	:	Pendapat kamu tentang vocabulary task dan pronunciation task apa?
S	:	Ya, bagus sih. Ya sangat membantu sih karena kita kan juga perlu. Pronunciationnya harus bener.
R	:	Bagaimana pendapat kamu tentang video yang diberikan tadi?
S	:	Kalau saya gak kesulitan karena terbiasa melihat film jadi bisa memahami. Tapi mungkin temen-temen menganggap itu kecepeten.
R	:	Next, bagaimana komentar kamu tentang role play?
S	:	Ya bagusnya bisa melatih pronunciation trus menambah vocab temen-temen juga.

R	:	Thank you, Aldino.
S	:	You're welcome.

#### Interview 8

Date : 1st November 2012

Place : UPW Class

R : Researcher

S : Student (Yudha)

R	:	How are you doing today?
S	:	Ya, I'm fine.
R	:	Bagaimana pendapat kamu tentang pelajaran hari ini dan pelajaran kemarin?
S	:	Ya lumayan sih, bisa belajar speaking, bisa nambah vocabulary. Bisa belajar pronunciation juga. Vocabnya bisa lebih luas lagi.
R	:	Kamu tadi juga telah belajar ekspresi yang terkait dengan materi hari ini. Pendapatmu tentang ini apa?
S	:	Pokoknya yang dipelajari itu berguna.
R	:	Apa komentar kamu tentang role play?
S	:	Belajar buat PD aja gitu. Terus belajar speaking bahasa Inggris di depan temen-temen. Bisa memperlihatkan ini lho kemampuanku.
R	:	Ada saran buat next meeting? Is there any suggestion for the next meeting?
S	:	Dibanyakin aja role playnya.
R	:	Okay. Thank you.
S	:	Okay.

## Interview Transcripts of Cycle 2

### Interview 9

Date : November 22nd, 2012

Place : UPW Class

R : Researcher

ET : English Teacher

R	:	Selamat pagi bu, apa komentar ibu terhadap pelajaran hari ini?
ET	:	Bagus ya mbak, sekarang interaksi antara guru dan siswa sudah jauh lebih bagus. Menejemen waktu dan menejemen kelasnya juga lebih bagus.
R	:	Apakah saya menjelaskan materi dengan jelas bu?
ET	:	Materi hari ini tentang taking messages ya mbak? Iya tadi saya kira sudah cukup bagus penjelasannya. Diawali dengan mengajak siswa berdiskusi tentang sebuah gambar kemudian dilanjutkan dengan mengidentifikasi kata-kata. Kemudian dilanjutkan dengan role play. Saya kira step mengajarnya sudah bagus.
R	:	Bagaimana pendapat ibu tentang kemampuan berbicara siswa pada role play tadi bu?
ET	:	Siswa-siswa mulai PD dengan kemampuan speakingnya. Beberapa siswa bahkan sangat PD. Mereka terlihat siap untuk maju ke depan kelas karena mereka sudah belajar ekspresinya dan cara mengucapkan ekspresi tersebut.
R	:	Apakah siswa-siswa mengucapkan ekspresi taking messages dengan benar?
ET	:	Ya, kebanyakan dari mereka sudah mengucapkan ekspresi tersebut dengan benar dan sopan.
R	:	Menurut ibu, apakah mereka sekarang sudah lebih memperhatikan gerak tubuh dan pandangan mata?
ET	:	Oh iya. Saya lihat tadi mereka sudah tidak terpaku pada teks. Mereka berinteraksi dengan temannya dengan baik. Itu ditunjukkan dengan dengan gestures dan gerak tangan.
R	:	Terima kasih bu.
ET	:	Sama-sama mbak.

#### Interview 10

Date : November 22nd, 2012

Place : UPW Class

R : Researcher

ET : English Teacher

R	:	Selamat siang bu. Apa komentar ibu tentang penggunaan role play sebagai teknik mengajar berbicara?
ET	:	Role play cukup efektif dalam meningkatkan speaking siswa ya mbak. Setelah pertemuan ke-4 ini, perbedaan speaking siswa cukup signifikan terutama tingkat ke-PD-an mereka.
R	:	Apa menurut ibu role play bisa meningkatkan speaking siswa secara keseluruhan?
ET	:	Bisa. Sangat bisa. Jadi role play memberi ruang untuk semua siswa agar dapat melatih kemampuan berbicara mereka didepan kelas. Setiap siswa dapat porsi yang sama untuk maju ke depan kelas.
R	:	Apakah ini bisa dijadikan metode untuk meningkatkan kosa-kata siswa juga bu?
ET	:	Iya tentu bisa mbak.
R	:	Apakah ini juga bisa meningkatkan pronunciation mereka?
ET	:	Iya bisa, karena sebelum disuruh role play, para siswa dibekali dulu dengan kata-kata yang diperlukan dan di-drill cara pengucapan kata-kata tersebut. Sehingga, mereka bisa memainkan role play dengan bagus dan lancar.
R	:	Bagaiman pendapat ibu tentang cara mengajar saya didepan kelas?
ET	:	Sudah bagus sih mbak. Sudah ada peningkatan khususnya menejemen kelas. Saya lihat sudah mulai akrab dan bisa sedikit demi sedikit mengontrol siswa. Cara menjelaskan materi runtut. Saya kira itu.
R	:	Baik bu, terima kasih atas waktunya.
ET	:	Iya sama-sama mbak.

#### Interview 11

Date : November 22<sup>nd</sup>, 2012

Place : UPW Class

R : Researcher

S : Student (Amara)

R	:	Hi, Amara. How're you going?
S	:	I'm fine.
R	:	Apa komentar kamu tentang pelajaran hari ini?
S	:	Suka mbak.
R	:	Sukanya yang bagian mana? Trus kenapa?
S	:	Yang role play itu. Role play bisa memberi tambah pede buat maju.
R	:	Menurut kamu role play dengan bawa teks dibandingkan dengan yang tanpa teks efektif yang mana?
S	:	Relatif sih mbak, kalo kemarin itu kan kita gak usah ngafalin tapi ekspresinya udah tersedia di teks. Kalo yang kayak gini kita jadi terlatih untuk ngomong lebih spontan. Tambah pede juga.
R	:	Komentar Amara tentang game yang tadi dimainkan gimana?
S	:	Kalo aku suka mbak soalnya aku bisa jawab. Grup ku dapet poin 4. Soalnya itukan juga bisa ningkatin kerjasama sama temen soalnya tadi ada diskusi tentang teksnya. Trus seneng aja.
R	:	Peningkatan apa yang kamu rasakan sampai saat ini?
S	:	Eee... ya bisa tahu dialog-dialog pada waktu di restoran, di hotel trus tadi taking messages. Walaupun kayaknya sepele tapi penting. Jadi lebih tahu dari pada yang dulu.
R	:	Apakah ada peningkatan kosa kata?
S	:	Ya iya itu.
R	:	Menurut kamu, ada peningkatan pronunciation juga gak?
S	:	Iya itu juga. Yang kemarin gak tahu, setelah dijelasin sama dicontohin mbaknya jadi lebih bagus pronunciation saya.
R	:	Terimakasih ya dek.
S	:	Iya sama-sama mbak.

Interview 12

Date : November 22<sup>nd</sup>, 2012

Place : UPW Class

R : Researcher  
S : Student (Uung)

R	:	Selamat pagi dek Uung, gimana kabarnya?
S	:	Baik mbak.
R	:	Bagaimana komentar adik tentang pelajaran hari ini?
S	:	Seru tapi pas waktu maju agak grogi.
R	:	Komentar Uung tentang game yang tadi dimainkan gimana?
S	:	Aku gak begitu suka mbak soalnya tadi aku diem aja. Gak dapet kesempatan ngomong. Yang sini masih mikir trus udah dijawab sama yang pinter-pinter itu.
R	:	Kemarin kan adik mempraktekkan role play dengan boleh teks sedangkan hari ini tidak boleh membawa teks. Menurut adik lebih efektif yang mana?
S	:	Yang tidak bawa teks soalnya kan bisa bener-bener belajar trus diafalin juga.
R	:	Peningkatan apa yang kamu rasakan sampai saat ini?
S	:	Kosa-kata trus menghafal teksnya tadi sama berani pede.
R	:	Trus kalo pronunciationnya gimana dek?
S	:	Iya meningkat juga.
R	:	Tadi sebelum maju kalian diberi waktu untuk latihan dulu, menurut kamu itu membantu tidak?
S	:	Iya membantu soalnya kan kita cuma diberi situasi aja kan mbak, jadi kalo langsung buat dialog sulit, harus ada persiapan dulu. Persiapannya membantu banget.
R	:	Sebelum maju kalian tadi dibekali dengan beberapa aktivitas seperti dengerin video, vocabulary tasks sama pronunciation tasks. Nah itu membantu tidak?
S	:	Iya sebenarnya membantu mbak tapi videonya gak jelas. Aku tu gak bisa nangkep secara utuh apa yang diomongin di video itu. Belum bisa memahami mbak.
R	:	Terimakasih untuk wawancara hari ini.
S	:	You're welcome.

Interview 13

Date : November 22<sup>nd</sup>, 2012

Place : UPW Class

R : Researcher

S : Student (Rika)

R	:	Selamat pagi dek Rika.
S	:	Pagi mbak.
R	:	Bagaimana komentar adik tentang pelajaran hari ini?
S	:	Semakin menarik mbak. Ada game nya juga. Tapi sebenarnya saya lebih tertarik pelajaran grammar soalnya saya lemah di tenses itu lho mbak.
R	:	Game nya menyenangkan gak dek?
S	:	Tadi aku gak bisa ngomong mbak kalah cepet sama yang pinter-pinter itu. Jadi yang mikirnya rada lama cuma jadi pendengar sama penggembira.
R	:	Lebih efektif mana antara role play dengan teks dibandingkan role play tanpa teks?
S	:	Tidak membawa teks soalnya lebih membuat kita terlatih lagi gitu lho mbak. Trus ngomongnya itu kan juga lebih bebas daripada melongok ke teks melulu.
R	:	Peningkatan apa yang kamu rasakan sampai saat ini?
S	:	Lebih pede mbak kalo ngobrol. Trus kelancaran ya mbak ya sama pronunciationnya juga lebih tahu.
R	:	Vocabulary nya meningkat gak dek?
S	:	Kayaknya enggak mbak lhah materinya udah pernah diajarin sekilas sama guru. Tapi kalo videonya ya cukup membantu.
R	:	Videonya cukup jelas gak dek?
S	:	Cepet banget mbak. Apa ya, yang ngomong tu kayak digabung-gabung kata-katanya. Sedikit-sedikit aku ngerti apa yang diomongon. Aku jadi tau logat sama intonasinya mbak.



R	:	Terimakasih.
S	:	Sama-sama mbak.

#### Interview 14

Date : November 22<sup>nd</sup>, 2012

Place : UPW Class

R : Researcher

S : Student (Yolanda)

R	:	How're you today Yolanda?
S	:	Great.
R	:	Bagaimana komentar kamu tentang pelajaran hari ini?
S	:	Enak sih, materinya juga masuk tapi suaranya mbak kurang keras.
R	:	Lebih efektif mana role play dengan teks dibandingkan dengan role play tanpa teks?
S	:	Yang tanpa teks. Soalnya kan kita harus tau artinya dulu, trus baru dimengerti. Enakan gak pake teks. Sebenarnya susah tapi harus dicoba, kalo gak dicoba kita gak tahu kemampuan kita.
R	:	Komentar kamu tentang game yang tadi dimainkan gimana dek?
S	:	Cukup asik mbak. Soalnya nambah variasi kegiatannya. Tadi kan pertama kita dibikin grup dulu trus disuruh diskusi habis itu game. Yang pas game tadi suara mbak juga udah semakin keras jadi aku bisa denger.
R	:	Kosa-kata kamu meningkat tidak?
S	:	Enggak mbak.
R	:	Bagaimana dengan pronunciation kamu? Kamu merasa lebih baik atau tidak?
S	:	Nah kalo itu iya. Kan tadi ada video juga. Ya bisa belajar pengucapan sama intonasi dari video itu.
R	:	Cukup bisa dimengerti tidak videonya?
S	:	Ya lumayan bisa dimengerti walaupun masih kecepeten. Kan tadi ada subtitle-nya.
R	:	Dari pertemuan pertama kedua dan ketiga ini mana yang paling

		efektif dek?
S	:	Ya yang pertemuan ke-tiga ini. Tadi kan ada gamenya juga. Trus kita tadi maju tanpa pake teks. Lebih beda aja.
R	:	Okay. Terimakasih dek.
S	:	Sama-sama mbak.

#### Interview 15

Date : November 29<sup>th</sup>, 2012

Place : UPW Class

R : Researcher

S : Student (Yuean)

R	:	Selamat pagi dek.
S	:	Pagi mbak.
R	:	Pelajaran hari ini gimana dek? Asyik gak?
S	:	Asyik dan menyenangkan. Soalnya hari ini beda sama yang kemarin. Hari ini lebih banyak kegiatannya jadi gak cuman ngerjain handout aja gitu.
R	:	Ya tapi handout itu membantu kamu belajar gak?
S	:	Iya mbak kan kalo aku mau ngomong sesuatu tapi gak bisa, aku bisa lihat di handoutnya.
R	:	Dari handout itu kamu belajar apa saja dek?
S	:	Kalo dari handout, aku belajar kosa-kata trus dialog-dialognya.
R	:	Tadi mbak kan juga melatih pronunciation kalian. Tanggapanmu gimana?
S	:	Ya itu bagus mbak, kita jadi tahu pengucapan yang bener gimana. Kurang keras sedikit lagi aja mbak.
R	:	Kalian juga bisa belajar pengucapan dari video yang diputar tadi tidak?
S	:	Sedikit. Iya soalnya kan itu yang ngomong bule asli jadi lumayan susah. Tapi dari video itu aku jadi tahu besok pas kalo diwawancara harus sopan sama bajunya juga gak boleh asal-asalan.

R	:	Menurut dek Yuean kegiatan role play membantu meningkatkan kemampuan berbicara tidak?
S	:	Sangat membantu.
R	:	Kenapa?
S	:	Kita dilatih untuk aktif ngomong pake bahasa Inggris. Nglatih pede sama imajinasi juga. Kan kita harus tahu situasinya jadi gak cuma asal ngomong tok.
R	:	Kalo disuruh milih adek lebih milih role play yang dengan teks atau yang tanpa teks?
S	:	Yang tanpa teks, yang bisa bener-bener nglatih kita untuk belajar bahasa Inggris.
R	:	Okay. Terimakasih dek.
S	:	Sama-sama mbak.

#### Interview 16

Date : November 29<sup>th</sup>, 2012

Place : UPW Class

R : Researcher

S : Student (Saftkony Obedient)

R	:	Morning, Obi. How're u feeling?
S	:	I'm great.
R	:	Gimana komentar adek tentang pelajaran hari ini?
S	:	Bagus. Hari ini lebih menyenangkan karena variasi aktivitasnya gak bikin bosan.
R	:	Emangnya yang kemarin-kemarin gimana?
S	:	Kalo kemarin lebih banyak bahas handout. Sedangkan hari ini aku bisa lebih banyak ngomong.
R	:	Sejauh ini handout itu membantu adek gak? Ceritakan coba.
S	:	Kalo handout bantu aku belajar dialog-dialog sama pengungkapan kata-kata yang lain. Misalnya Could you tell me? Bisa make kalimat lain I would like to know.

R	:	Aktivitas mana yang menurut kamu membantu melatih speaking kamu?
S	:	Tadi ada interview yang dibagi jadi grup-grup. Diskusi tentang video. Sama role play.
R	:	Trus kamu merasa kesulitan tidak dalam memahami video tadi?
S	:	Bisa ngikutin kok mbak. Emang cepet yang ngomong tapi karena dah biasa nonton film jadi lebih mudah mahaminnya.
R	:	Pada waktu bahas handout, mbak juga melatih kalian untuk mengucapkan sejumlah kata dan kalimat. Aktivitas pronunciation drilling tadi membantu tidak?
S	:	Iya. Yang pengucapannya salah jadi bener.
R	:	Aktivitas terakhir tadi kan role play. Apakah aktivitas ini membantu kamu belajar speaking dalam bahasa Inggris?
S	:	Membantu. Pertama role play ngasih kesempatan kita buwat maju ke depan kelas. Bisa nglatih ngomong di depan temen-temen juga. Trus sama ningkatin PD.
R	:	Dari segi keefektifan. Lebih efektif yang mana dek, role play dengan teks atau tanpa teks?
S	:	Jelas yang tanpa teks mbak. Itu bikin kita mikir n ngafalin kata-katanya. Itu kan harus latihan dulu berulang-ulang biar penampilan kita bagus.
R	:	Jadi secara keseluruhan seneng gak dengan pelajaran hari ini?
S	:	Seneng.
R	:	Okay. Thanks for the interview.
S	:	You're welcome.

#### Interview 17

Date : November 29<sup>th</sup>, 2012

Place : UPW Class

R : Researcher

S : Student (Ayu Choirini)

R	:	Morning, Ayu. How're u feeling?
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S	:	Baik mbak.
R	:	Gimana komentar adek tentang pelajaran hari ini?
S	:	Suka.
R	:	Aktivitas mana yang membuat kamu suka?
S	:	Yang maju ke depan trus labelling do and don't. Iya itu bikin seneng soalnya kita bisa cepet-cepetan jawab. Trus ada variasi kegiatannya, gak baca teks terus.
R	:	Aktivitas selanjutnya adalah vocabulary tasks. Menurut kamu menyenangkan dan membantu tidak?
S	:	Iya membantu. Aku bisa belajar dialog interview yang pasti itu besok berguna buat cari kerja.
R	:	Aktivitas mana yang menurut kamu membantu melatih speaking kamu?
S	:	Yang vocabulary tasks tadi cukup membantu. Tadi mbak kan kasih pertanyaan jadi kita berusaha menjawab dengan bahasa Inggris. Walopun agak grogi tapi bisa melatih untuk bicara.
R	:	Habis itu kan mbak muter video tentang interview juga. Kamu merasa terbantu atau malah kesulitan memahami video itu?
S	:	Ngebantu. Cukup bisa dimengerti videonya.
R	:	Aktivitas terakhir tadi kan role play. Apakah aktivitas ini membantu kamu belajar speaking dalam bahasa Inggris?
S	:	Membantu karena bisa tambah lancar ngomongnya. Yang pasti nambah PD mbak.
R	:	Dari segi keefektifan. Lebih efektif yang mana dek, role play dengan teks atau tanpa teks?
S	:	Aku lebih suka yang tanpa teks. Bisa lebih challenging. Lebih menantang gitu lho mbak.
R	:	Jadi secara keseluruhan seneng gak dengan pelajaran hari ini?
S	:	Seneng.
R	:	Okay. Thanks for the interview.
S	:	You're welcome.

Interview 18

Date : November 29<sup>th</sup>, 2012

Place : UPW Class

R : Researcher

S : Student (Dhea)

R	:	Hello Dhea, gimana kabarnya?
S	:	Baik mbak.
R	:	Gimana komentar adek tentang pelajaran hari ini?
S	:	Lebih menyenangkan. Soalnya paling beda dari sebelum-sebelumnya. Ada aktivitas labelling di papan tulis, ada pertanyaan-pertanyaan yang melatih bicara sama pas role playnya gak pakai teks.
R	:	Aktivitas mana yang paling kamu suka?
S	:	Role play.
R	:	Sebelum melakukan role play, ada aktivitas vocabulary tasks. Menurut kamu menyenangkan dan membantu tidak?
S	:	Membantu sedikit. Itu sudah pernah aku pelajari sebelumnya jadi lumayan tahu. Tapi cukup menyenangkan karena bisa belajar sambil praktek. Langsung dipraktekkan ke temen-temen.
R	:	Habis itu kan mbak muter video tentang interview juga. Kamu merasa terbantu atau malah kesulitan memahami video itu?
S	:	Kesulitan sedikit. Ngomongnya itu cepet banget sama gak jelas kata-katanya.
R	:	Aktivitas terakhir tadi kan role play. Apakah aktivitas ini membantu kamu belajar speaking dalam bahasa Inggris?
S	:	Sangat membantu. Kita belajar gak sia-sia karena langsung praktek ngomong. Pertama kan mahami situasinya dulu, terus bikin dialog yang sesuai sama situasi itu, setelah latihan baru kita maju ke depan kelas.
R	:	Apakah role play memotivasi kamu berbicara dalam bahasa Inggris?

S	:	Iya, karena kita kan diberi peran. Ya kita harus berusaha jadi peran itu. Jadi kita latihan ngomong, pokoknya kalo tampil didepan kelas tu menambah PD sama motivasi juga mbak.
R	:	Dari segi keefektifan. Lebih efektif yang mana dek, role play dengan teks atau tanpa teks?
S	:	Yang tanpa teks soalnya bisa bener-bener belajar dan tahu isi dialognya.
R	:	Jadi secara keseluruhan seneng gak dengan pelajaran hari ini?
S	:	Seneng.
R	:	Okay. Thank you.
S	:	You're welcome.

# Appendix C: Course Grid Lesson Plans Materials



**The Course Grid of Improving Speaking Skills of Students of Tourism Department of SMKN 7 Yogyakarta in the Academic Year of 2012/2013**

**School** : SMKN 7 Yogyakarta  
**Subject** : English  
**Grade/Semester** : XI/1  
**Standard of Competence** : Communicating in English at elementary level.

Basic Competency	Indicators	Learning Materials					Teaching and Learning Activities	Role Play
		Topics	Grammar	Vocabulary	Pronunciation	Examples		
2. 1 Participating in everyday exchanges either in professional or personal contexts with second English speakers	1. Identifying the contexts, the degree of formality of the language, the participants and the goal of ordering,	Taking an order at a restaurant	Modal auxiliary	Nachos, fruit cup, spaghetti, meatballs, steak, chicken roast, chicken wing, fresh coke, salad, caesar salad, mashed potato, baked potato, ice cream, chocolate cake	nachos /'nætʃ. əʊz/, steak /steɪk/, spaghetti /spə'g et.i/, chicken /'tʃɪk.ɪn rəʊst/, salad /'sæl.əd/, mashed potato, baked potato, ice cream, chocolate cake	A: "What would you like to eat?" B: "I'd like a fruit cup, baked chicken, and apple pie, please." A: "Would you care for some dessert?" B: "I'll have an ice cream sundae, please"	BKOF 1.The teacher shows a video of taking an order at the restaurant. 2.The students discuss the situation, participants and goal of the video. MOT 3.The students learn vocabulary related to taking an order including the expressions and dialogues. 4.The students learn grammar about modal auxiliary. 5.The students learn pronunciation including words in stressed and unstressed position, falling and raising intonation. 6.The students learn the	Debriefing 1. The teacher gives a situation to students. 2. The teacher helps them to understand the situation. 3. The teacher asks them to make a group of two students. Participant Training 4. The students identify the expressions of taking an order. 5. The students pronounce the expressions of taking an order. 6. The students learn examples of dialogue of taking an order. 7. The students
	2. Identifying words used in ordering at the restaurant,		-What + would + you+ like+ to V1.					
	3. Pronouncing words used in ordering at the restaurant accurately,		-I + would+ like + N					
	4. Identifying the expressions used in taking an order at the restaurant,							

	<p>5. Pronouncing the expressions used in taking an order accurately,</p> <p>6. Making use of English expressions employed in ordering politely.</p>						<p>content of the dialogue including the sequence of the events.</p> <p>ICOT</p> <p>7. The students have a practice to make role plays of taking an order.</p> <p>ICOT</p> <p>8. The students make a role play based on the given situation.</p>	<p>begin to practice their own dialogue in group.</p> <p>Simulation</p> <p>8. The students make a role play in front of the class.</p> <p>Debriefing</p> <p>9. The teacher gives feedback on their performances.</p> <p>10. The teacher asks about their opinions about role play.</p>
2. 1 Understanding everyday exchanges either in professional or personal contexts with second English speakers	<p>1. Identifying the goal, the situation, the degree of formality of the language, and the participants of taking a reservation,</p> <p>2. Identifying words relating to taking a hotel reservation,</p> <p>3. Pronouncing words relating to taking a hotel reservation</p>	Taking a reservation at a hotel	<p>Modal verb would and will to make polite request .</p> <p>Would +you +like+ N</p> <p>-How many+ nights+</p>	<p>Single, double, three nights, jacuzzi, equipped with, gym, restaurant, swimming pool, business centre, room service, luggage, receptionist, guest, bell boy,</p>	<p>Single /'sɪŋ.ɡl/ , double /'dʌb.l/ , receptionist /rɪ'sep.ʃən.ɪst/, guest /gest/, luggage /'lʌg.ɪdʒ/</p>	<p>A: Good evening, Sir. How may I help you?</p> <p>B: "I'd like a room for three nights, please.</p> <p>A: "Would you like a single or a double room?"</p> <p>B: "Single"</p> <p>A: "Can I have a form of ID card?"</p> <p>B: "Here you are."</p> <p>A: "Thank you Mr. Robert. You are in room</p>	<p>BKOF</p> <p>1. The teacher shows a video of taking a reservation at a hotel.</p> <p>2. The students discuss the situation, participants and goal of the video.</p> <p>MOT</p> <p>3. The students learn vocabulary related to taking a reservation at a hotel including the expressions and dialogues.</p> <p>4. The students learn grammar about modal auxiliary.</p> <p>5. The students learn pronunciation</p>	<p>Debriefing</p> <p>1. The teacher gives a situation to students.</p> <p>2. The teacher helps them to understand the situation.</p> <p>3. The teacher asks them to make a group of two students.</p> <p>Participant Training</p> <p>4. The students identify the expressions of taking a reservation.</p> <p>5. The students pronounce the</p>

	<p>accurately,</p> <p>4. Identifying the English expressions conveyed in taking a hotel reservation,</p> <p>5. Pronouncing the English expressions conveyed in taking a hotel reservation, and</p> <p>6. Making use the English expressions conveyed in taking a hotel reservation.</p>		<p>will + you + be + staying ?</p> <p>-How + will + you + be + paying ?</p>	<p>chambermaid, Master card, VISA, wake up call, front desk</p>		<p>number 210. It is on the third floor. The room is equipped with jacuzzi, a TV, and a sofa bed.</p> <p>B: "That sounds good. I'll pay by Mastercard."</p> <p>A: "We also have a 24-hour restaurant and swimming pool. If there's anything I can help, please feel free to call the front desk."</p> <p>B: "Thank you."</p>	<p>including words in stressed and unstressed position, falling and raising intonation.</p> <p>6. The students learn the content of the dialogue including the sequence of the events. JCOT</p> <p>7. The students make a role play based on the given situation. ICOT</p> <p>8. The students have a practice to make role plays of taking an order.</p>	<p>expressions of taking a reservation.</p> <p>6. The students learn examples of dialogue of taking a reservation</p> <p>7. The students begin to practice their own dialogue in group.</p> <p>Simulation</p> <p>8. The students make a role play in front of the class.</p> <p>Debriefing</p> <p>9. The teacher gives feedback on their performances.</p> <p>10. The teacher asks about their opinions about role play.</p>
<p>2. 2 Taking a note of simple messages either in direct or indirect conversations.</p>	<p>1. Identifying the context, the degree of formality of the language, the participants and the goal of taking a message via telephone.</p>	<p>Taking a message at a workplace</p>	<p>Modal verbs may and could to make polite request.</p>	<p>Speak, talk, away, message, name, phone number, busy, office, meeting, out of</p>	<p>speak/s pi:k/, talk /tɔ:k/, message /'mes.ɪd 3/, phone</p>	<p>A: "Good afternoon. Sunny Inn. May I help you?"</p> <p>B: "Yes. I'd like to speak to Janet Jones".</p> <p>A: "She is out to lunch. Would you like to leave</p>	<p>BKOF</p> <p>1. The teacher shows a video of taking a message.</p> <p>2. The students discuss the situation, participants and goal of the video. MOT</p> <p>3. The students learn vocabulary related to</p>	<p>Debriefing</p> <p>1. The teacher gives a situation to students.</p> <p>2. The teacher help them to understand the situation.</p> <p>3. The teacher asks them to make a group of two</p>

	<p>2. Identifying the words used in taking a message.</p> <p>3. Pronouncing the words used in taking a message.</p> <p>4. Identifying the English expressions conveyed in taking a message.</p> <p>5. Pronouncing the English expressions conveyed in taking a message accurately, and</p> <p>6. Making use English expressions conveyed in taking a message accurately and properly.</p>		<p>-May+ I + help+ you?</p> <p>-May + I + speak + to + N.</p> <p>-May+ I + talk+ to+ N.</p> <p>- Could+ I + have + your+ name?</p> <p>- Could+ I + leave+ a + message?</p>	town, lunch, phone number,	<p>/fəʊn/ , call</p> <p>/kɔ:l/, meeting</p> <p>/'mi:.tiŋ /</p>	<p>a message?"</p> <p>B: "Yes. Please have her to call me at home"</p> <p>A: "Sure. I'll let her know"</p> <p>B: "Thank you".</p> <p>A: "No problem"</p>	<p>taking a message including the expressions and dialogues.</p> <p>4. The students learn grammar about modal auxiliary.</p> <p>5. The students learn pronunciation including words in stressed and unstressed position, falling and raising intonation.</p> <p>6. The students learn the content of the dialogue including the sequence of the events.</p> <p>JCOT</p> <p>7. The students make a role play based on the given situation.</p> <p>ICOT</p> <p>8. The students have a practice to make role plays of taking an order.</p>	<p>students.</p> <p>Participant Training</p> <p>4. The students identify the expressions of taking a message.</p> <p>5. The students pronounce the expressions of taking a message.</p> <p>6. The students learn examples of dialogue of taking a message.</p> <p>7. The students begin to practice their own dialogue in group.</p> <p>Simulation</p> <p>8. The students make a role play in front of the class.</p> <p>Debriefing</p> <p>9. The teacher gives feedback on their performances.</p> <p>10. The teacher asks about their opinions about role play.</p>
2.3 Describing job and educational	1. Identifying the situation, the degree of	Interviewing	Modal verbs could,	Educational background	Educational background	A: "Could you tell me what your duties	BKOF	<p>1. The teacher shows a video of interviewing.</p> <p>Debriefing</p> <p>1. The teacher gives a situation to</p>

background with spoken expressions and written expressions.	<p>formality of the language and the participants,</p> <p>2. Identifying words used in job interview,</p> <p>3. Pronouncing words used in job interview accurately,</p> <p>4. Identifying the English expressions conveyed in job interview,</p> <p>5. Pronouncing the English expressions used in job interview, and</p> <p>6. Making use of English expressions employed in job interview.</p>		<p>can, would to make polite request .</p> <p>- Could+ you + tell +me + what + your + job + are?</p> <p>-Can + you + tell + me + what + your + tasks + are?</p> <p>-I+ would + like + to + know+ about +</p>	<p>d, graduated from, tourism, responsibilities, handling telephone, strengths, weaknesses, interview.</p>	<p>und /,ed.jə' keɪ.fən. əl bæk.graʊnd/ Graduated /'græd.ju.eɪ.tɪd/ Strength /streŋθ/ weaknes /'wi:k.nəs/</p>	<p>are?"</p> <p>B:"My duties are to offer the menu and to take orders."</p> <p>A:"Can you tell me where you graduate from?"</p> <p>B:"I graduated from a hotel and tourism school."</p>	<p>2.The students discuss the situation, participants and goal of the video. MOT</p> <p>3.The students learn vocabulary related to interviewing including the expressions and dialogues.</p> <p>4.The students learn grammar about modal auxiliary.</p> <p>5.The students learn pronunciation including words in stressed and unstressed position, falling and raising intonation.</p> <p>6.The students learn the content of the dialogue including the sequence of the events. JCOT</p> <p>7.The students make a role play based on the given situation. ICOT</p> <p>8. The students have a practice to make role plays of taking an</p>	<p>students.</p> <p>2. The teacher helps them to understand the situation.</p> <p>3. The teacher asks them to make a group of two students.</p> <p>Participant Training</p> <p>4. The students identify the expressions of describing a job and educational background.</p> <p>5. The students pronounce the expressions of describing a job and educational background.</p> <p>6. The students learn examples of dialogue of interviewing.</p> <p>7. The students begin to practice their own dialogue in group.</p> <p>Simulation</p> <p>8. The students make a role play in front of the class.</p> <p>Debriefing</p>
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			your + major.				order..	9. The teacher gives feedback on their performances. 10. The teacher helps them make a link between the situation and the real context.
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## LESSON PLAN 1

<b>School</b>	:	<b>SMKN 7 Yogyakarta</b>
<b>Grade</b>	:	<b>XI</b>
<b>Semester</b>	:	<b>1</b>
<b>Subject</b>	:	<b>English</b>
<b>Topic</b>	:	<b>At the restaurant</b>
<b>Materials</b>	:	<b>Ordering</b>
<b>Skill</b>	:	<b>Speaking</b>
<b>Time allocation</b>	:	<b>3 x 45 minutes (1session)</b>

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### A. STANDARD OF COMPETENCE

#### Speaking

- Communicating in English at elementary level

### B. BASIC COMPETENCY

#### Speaking

- Understanding everyday exchanges either in profesional or personal contexts with second English speakers

### C. INDICATORS

- Identifying the contexts, the degree of formality of the language, the participants and the goal of ordering,
- Identifying the words used in ordering at the restaurant,
- Pronouncing the words used in ordering at the restaurant accurately,
- Identifying the expressions used in taking an order at the restaurant,
- Pronouncing the expressions used in taking an order accurately,
- Making use of English expressions employed in ordering politely.

### D.LEARNING OBJECTIVE

At the end of the course, students are able to make use English expressions conveyed in ordering accurately, fluently and politely according to the situations.

## E. MATERIALS

### 1. Vocabulary

<b>Appetizer</b>	<b>Main course</b>	<b>Dessert</b>
fruit cocktail tomato juice chicken wings nachos	steak roast chicken broiled fish spaghetti and meatballs	chocolate cake apple pie ice cream pudding

### 2. Expressions of taking an order

**Modal verb would for making polite requests.**

<b>Modal verbs would for requests</b>	
What would you like to eat?	- I'd like a fruit cup, baked chicken, and apple pie, please.
What would you like to drink?	- I'd like a large fresh coke. - I'll have coffee.
Would you like anything else?	- Yes, please. I'd like some water. - No, thank you. That's all.

### 3. Dialogues of taking an order

#### Dialogue 1

Mrs. Becham is overwhelm with all her work at the office and decides to satisfy her will to have her favourite food at Joglo Resto.

Waiter : Welcome to Joglo Resto madam. Would you like table one or table two, madam?

Mrs. Becham : Table one please.

Waiter : May I take your order? What would you like for appetizer?

Mrs. Becham : I'd like a fruit cup.

Waiter : And what main course would you like?

Mrs. Becham : Hmm. I think I'll have chicken roast.

Waiter : All right. And would you like rice as side dish?

Mrs. Becham : I prefer a baked potato please.

Waiter : Would you care for some dessert?

Mrs. Becham : Yes. I'll have chocolate cake please.

Waiter : Would you like anything else?

Mrs. Becham : Yes, please. I'd like some water.



## Dialogue 2

Mr. Obama has a meeting at Yogyakarta Plaza Hotel. He is very hungry. Then, he decided to have meal before attending the meeting.

- Waiter : Could I take your order, Sir?  
Mr. Obama : Yes. I'd like spinach salad and a grilled beef steak, please.  
Waiter : How would you like your steak cooked?  
Mr. Obama : Medium, please.  
Waiter : Would you like French fries with your steak?  
Mr. Obama : Yes, please.  
Waiter : And would you like for dessert?  
Mr. Obama : I'll have ice cream please.  
Waiter : Would you like anything else?  
Mr. Obama : No, thank you. That's all.

## F. METHOD

### Communicative Language Teaching

## G. LEARNING ACTIVITIES

### 1. Opening (10 minutes)

- a. Greeting.
- b. Calling the roll.
- c. Preparing the students for the learning activities.
- d. Activating students' prior knowledge.
- e. Informing the learning objectives.

### 2. Main (60 minutes)

#### b. Teacher Directed

- 1) The students and the teacher identify the situation, the degree of formality of the language, and the participants of ordering.
- 2) The students match the pictures relating to appetizer, main course and dessert with the words.
- 3) The students have a practice of pronouncing the words by imitating the teacher's pronunciation of the words.

- 4) The students make pronunciation and vocabulary game in pair (A student pronounces a word then its Indonesian meaning should be guessed by the other).
- 5) The students practice listening to a dialogue of ordering.
- 6) The students identify the English expressions employed in ordering.
- 7) The students practice pronouncing the English expressions of ordering in the dialogue they have heard by imitating the teacher's pronunciation.

**c. Guided Construction**

- 1) The students make a role play based on the given situation.
- 2) With the teacher's help, the students draw conclusion about the situations or contexts, the action verbs and the English expressions conveyed in ordering.

**d. Independent Construction**

- 1) In pair the students make a role play based on the given situation.

**3. Closing (10 minutes)**

- a. The teacher and the students draw a conclusion about the lesson.
- b. The teacher and the students make a reflection on what they have learnt and done.
- c. The teacher gives feedback to the learning process and outcomes.
- d. The teacher informs the students the text learning activities in the following meeting.

## H. ASSESSMENT

Goal	: The purpose of the task is to perform a dialogue of ordering.
Task orientation	: Guided. The participants are given role cards that specify the situation.
Topic	: Ordering
Setting	: At the restaurant
Situation	: Mr. Smith is having dinner at Phoenix restaurant. He orders a big fresh coke, caesar salad, chicken roast and ice cream sundae.

Oral Assessment Sheet for Role Play						
Topic:						
Date:						
Student	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
S1						
S2						
S3						
S4						
S5						

### I. LEARNING RESOURCES

1. <http://www.eslflow.com/contuesdayspring2011airportbushotel.pdf/>
2. Picture dictionary word by word (Steven J. Molinsky and Bill Bliss; 1994)
3. BSE Effective Communication (Agus Widianoro; 2008)
4. CD Materials
5. Cassettes
6. Relevant pictures

## LESSON PLAN 2

<b>School</b>	:	<b>SMKN 7 Yogyakarta</b>
<b>Grade</b>	:	<b>XI</b>
<b>Semester</b>	:	<b>1</b>
<b>Subject</b>	:	<b>English</b>
<b>Topic</b>	:	<b>At the hotel</b>
<b>Materials</b>	:	<b>Taking Reservations</b>
<b>Skill</b>	:	<b>Speaking</b>
<b>Time allocation</b>	:	<b>3 x 45 minutes (1session)</b>

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### A. STANDARD OF COMPETENCE

#### Speaking

2. Communicating in English at elementary level

### B. BASIC COMPETENCY

#### Speaking

2. 3 Understanding everyday exchanges either in profesional or personal contexts with second English speakers

### C. INDICATORS

1. Identifying the goal, the situation, the degree of formality of the language, and the participants of taking a reservation,
2. Identifying words relating to taking a hotel reservation,
3. Pronouncing words relating to taking a hotel reservation accurately,
4. Identifying the English expressions conveyed in taking a hotel reservation,
5. Pronouncing the English expressions conveyed in taking a hotel reservation, and
6. Makings use the English expressions conveyed in taking a hotel reservation.

### D.LEARNING OBJECTIVE

At the end of the course, students are able to make use English expressions conveyed in taking a reservation accurately, fluently and politely according to the situations.

## E. MATERIALS

### Taking a reservation

#### 1. Vocabulary

check-in	check-out	single room	double room
en suite	stay	pay	reservation
booking	wake-up call	chanbermaid	bellboy

#### 2. Expressions of taking a reservation

Front- desk' Questions	Guests Responses
Good morning. How may I help you? Good afternoon. May I help you, ma'am? Good evening. What can I do for you?	Good morning. I'd like a room, please. Good afternoon. We would like a double room. Good evening. I'd like to book a room.
Would you like a single or a double?	A single room. I'd like a double room.
How many nights will you be staying? How long will you be staying? How many nights would you like to stay?	Two nights. I'll be stay for three nights.
Could I have your name? May I have your name?	It's Max Hamilton. Melanie Lynch.
Could you just fill out the registration form? And could I have your ID, please?	Of course. Here is my driver licence.
How will you be paying, Sir?	I'll pay by VISA

#### 3. Dialogues of taking a reservation

##### Dialogue 1

Mrs. Seanan Clifford has a business conference to attend at Phoenix hotel. He has not made any reservation yet. He directly makes a reservation through the front desk.

Front desk : Good morning , ma'am. How may I help you?  
Mrs. Clifford : I'd like a room please for three days please.  
Front desk : Sure. Would you like a single room or a double room?

Mrs. Clifford : A double please. How much is that going to cost?  
 Front desk : It's Rp 500.000 per night, ma'am. It comes with en suite bathroom.  
 Mrs. Clifford : Oh! That sounds nice. I'll take that one. Is there any pool?  
 Front desk : Oh yeah! We have an indoor pool and a restaurant at the first floor. We also have sport center and business center at the second floor. May I have your name, please?  
 Mrs. Clifford : It's Seanan Clifford.  
 Front desk : How many nights will you be staying?  
 Mrs. Clifford : Just two nights.  
 Front desk : How will you be paying?  
 Mrs. Clifford : Is VISA OK?  
 Front desk : That would be fine. Could I have some form of ID, please? Could you just fill out this registration form?  
 Mrs. Clifford : Sure. Here is my driver licence.  
 (after a few moment)  
 Front desk : Here is your room key. You're in room 304 on the third floor. If you need anything please feel free to call the front desk. Enjoy your stay.  
 Mrs. Clifford : Thank you.  
 Front desk : You're welcome.

## Dialogue 2

Mrs. Elizabeth Gilbert has an international seminar to attend at Yogyakarta Palace Hotel. She directly makes a reservation to the front office.

Front desk : Good evening, madam.  
 Mrs. Gilbert : Good evening. My name is Ellizabeth Gilbert. I have a room booked for tonight.  
 Front desk : Oh right, I'll just check  
 Front desk : Err...well there is no record of your reservation here. Did you make your reservation by phone?  
 Mrs. Gilbert : Yes, I directly phoned you.  
 Front desk : I see. May be there's a glitch with the booking system. Well, we have a single room available and it comes with en-suite bathroom  
 Mrs. Gilbert : Well, that sounds good. How much is it going to cost?  
 Front desk : It's Rp 450.000 per night.  
 Mrs. Gilbert : All right. I'll take that one. Uhm, do you have any restaurant?  
 Front desk : Sure. We have a restaurant which serves breakfast, lunch and dinner. You may order breakfast to your room. Could I have a form of ID, please? And could you fill in this reservation form?

Mrs. Gilbert : Of course. This is my driver licence.  
 Front desk : This is your room key. You're in room number 305. If you need anything, please feel free to call the front desk. Enjoy your stay.  
 Mrs. Gilbert : Thank you.  
 Front desk : You're welcome.

## F. METHOD

### Communicative Language Teaching

## G. LEARNING ACTIVITIES

### 1. Opening (10 minutes)

- a. Greeting.
- b. Calling the roll.
- c. Preparing the students for the learning activities.
- d. Activating students' prior knowledge).
- e. Informing the learning objectives.

### 2. Main (60 minutes)

#### e. Teacher Directed

- 1) The students and the teacher discuss the goal, the situation, the degree of formality of the language and the participants of taking a reservation,
- 2) The students match the words relating to hotel with the pictures.
- 3) The students have a practice of pronouncing the words relating to hotel by imitating the teacher's pronunciation of the words.
- 4) The students make pronunciation and vocabulary game in pair (A student pronounce a word then its Indonesian meaning should be guessed by the other).
- 5) The students practice listening to a dialoge of taking a reservation.
- 6) The students identify the English expressions conveyed in taking a reservation.
- 7) The students practice pronouncing the English expressions conveyed in taking a reservationby imitating the teacher's pronunciation.

#### f. Guided Construction

- 1) The students act out a role play based on the situation.
- 2) With the teacher's help, the students draw conclusion about the situation, the degree of formality, the action verbs, and the English expressions conveyed in taking a reservation.

g. **Independent Construction**

- 1) In pair the students make a role play based on the given situation.

**3. Closing (10 minutes)**

- e. The teacher and the students draw a conclusion about the lesson.
- f. The teacher and the students make a reflection on what they have learnt and done.
- g. The teacher gives feedback to the learning process and outcomes.
- h. The teacher informs the students the text learning activities in the following meeting.

**H. ASSESSMENT**

Goal	: The purpose of the task is to perform a dialogue about taking a reservation.
Task orientation	: Guided. The participants are given role cards that specify the situation.
Topic	: Taking a reservation
Setting	: At work place
Situation	: Mrs. Julia Robert is booking a room at Riltz Calton Hotel. She takes an en-suite single room with full service. She stays for four nights. She requests a wake up call at 6 a.m everyday.

Oral Assessment Sheet for Role Play						
Topic:						
Examiner:						
Date:						
Student	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
S1						
S2						
S3						
S4						
S5						



## **I. LEARNING RESOURCES**

1. <http://www.eslflow.com/contuesdayspring2011airportbushotel.pdf/>
2. Picture dictionary word by word (Steven J. Molinsky and Bill Bliss; 1994)
3. BSE Effective Communication (Agus Widianoro; 2008)
4. CD Materials
5. Cassettes
6. Relevant pictures

## LESSON PLAN 3

<b>School</b>	:	<b>SMKN 7 Yogyakarta</b>
<b>Grade</b>	:	<b>XI</b>
<b>Semester</b>	:	<b>1</b>
<b>Subject</b>	:	<b>English</b>
<b>Topic</b>	:	<b>At the hotel</b>
<b>Materials</b>	:	<b>Taking Messages</b>
<b>Skill</b>	:	<b>Speaking</b>
<b>Time allocation</b>	:	<b>3 x 45 minutes (1session)</b>

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### A. STANDARD OF COMPETENCE

#### Speaking

3. Communicating in English at elementary level

### B. BASIC COMPETENCY

#### Speaking

2. 5 Taking a note of simple messages either in direct or indirect conversations.

### C. INDICATORS

1. Identifying the goal, the situation, the degree of formality of the language, and the participants of taking messages via telephone,
2. Identifying words relating to taking taking messages via telephone,
3. Pronouncing words relating to taking taking messages via telephone accurately,
4. Identifying the English expressions conveyed in taking messages via telephone,
5. Pronouncing the English expressions conveyed in taking taking messages via telephone, and
6. Makings use the English expressions conveyed in taking messages via telephone.

#### D. LEARNING OBJECTIVE

At the end of the course, students are able to make use of English expressions conveyed in taking messages via telephone accurately, fluently and politely according to the situations.

#### E. MATERIALS

##### 1. Vocabulary

call	message	leave	contact
out	spell name	attend	hold on
later	meeting	tell	away

##### 2. The expressions of taking a message

- a. Can I help you?
- b. May I help you?
- c. I am sorry. Mr. Donald is out of town.
- d. Would you like to leave a message?
- e. Could I have your name?
- f. Could I have your phone number?

##### 3. Dialogues

###### Dialogue 1

Mr. Max Hamilton would like to speak to Mrs. Raihana Hilton but she is not at the office. He leaves a message at the receptionist.

Receptionist : Good morning. Sunny Inn. Can I help you?

Caller : Good morning. I'd like to speak to Mrs. Raihana Hilton, please?

Receptionist : I'm sorry, Ma'am. She has been away for a couple of days.  
Would you like to leave a message?

Caller : Please tell her to contact me as soon as possible.

Receptionist : Could I have your name, please?

Caller : Diana Mariane of Ritz Carlton Hotel.

Receptionist : Could I have your phone number, please?

Caller : Sure +62 274 654 221. Have you got that?

Receptionist : Yes, Sir. +62 274 654 221. Anything else, Sir?

Caller : No, thank you.

Receptionist : You're welcome.

### **Dialogue 2**

Mr. Harry Donald would like to speak to Mr. Ray Johnson, however he is out of town. The caller leaves a message to the receptionist.

Receptionist : Hallo May I help you?

Caller : Yes, I'd like to speak to Ray Johnson, please.

Receptionist : I'm sorry he's not in right now. Would you like to leave a message?

Caller : Yes. Could you please have him call Harry Donald at 554565?

Receptionist : Sure. No problem.

Caller : Thank you.

### **Dialogue 3**

Mrs. Sue Grant would like to speak to Janice Jones. Unfortunately, she is out to lunch. She leaves a message to the receptionist.

Receptionist : Grand Pacific Hotel. This is Jack. How may I direct your call?

Caller : May I speak with Janice Jones ?

Receptionist : Janice is at lunch. She'll be back at about an hour.

Caller : Could I leave her a message?

Receptionist : Sure.

Caller : Please tell her that Sue Grant called. Could you have her call me back at home?

Receptionist : Does she have your number?

Caller : Yes.

Receptionist : Okay. I'll let her know.

Caller : Thank you.

Receptionist : No problem.

## **F. METHOD**

### **Communicative Language Teaching**

## **G. LEARNING ACTIVITIES**

### **1. Opening (10 minutes)**

- b. Greeting.
- c. Calling the roll.
- d. Preparing the students for the learning activities.
- e. Activating students' prior knowledge).
- f. Informing the learning objectives.

### **2. Main (60 minutes)**

#### **a. Teacher Directed**

- 1) The students and the teacher discuss the situation, the degree of formality of the language, the participants of taking a message .
- 2) The students find Indonesian meaning of the words relating to taking a message.
- 3) The students have a practice of pronouncing the words relating to taking a message by imitating the teacher's pronunciation.
- 4) The students make pronunciation and vocabulary game in pair (A student pronounce a word then its Indonesian meaning should be guessed by the other).
- 5) The students practice listening to a dialogue of taking a message.
- 6) The students identify the English expressions conveyed in taking a message.
- 7) The students have a practice pronouncing the English expressions of taking a message by imitating the teacher's pronunciation.

#### **b. Guided Construction**

- 1) The students act out a role play based on the given situation.
- 2) With the teacher's help, the students draw conclusion about the action verbs, and the English expressions conveyed in taking message.

#### **c. Independent Construction**

- 1) In pair the students make a role play based on the given situation.

### **4. Closing (10 minutes)**

- a. The teacher and the students draw a conclusion about the lesson.

- b. The teacher and the students make a reflection on what they have learnt and done.
- c. The teacher gives feedback to the learning process and outcomes.

## H. ASSESSMENT

Goal : The purpose of the task is to perform a dialogue of taking a message.

Task orientation: Guided. The participants are given role cards that specify the situation.

Topic : Taking a message

Setting : At work place.

Situation : Mrs. Diana would like to speak to Mr. Joseph Stuart (the manager of Wonderland Hotel. However, he is attending a seminar for few days. Mrs. Diana leaves a message to the receptionist. Her phone number is +62 857 2994 552.

Oral Assessment Sheet for Role Play						
Topic:						
Examiner:						
Date:						
Student	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
S1						
S2						
S3						
S4						
S5						

## I. LEARNING RESOURCES

1. <http://www.eslflow.com/contuesdayspring2011airportbushotel.pdf/>
2. Picture dictionary word by word (Steven J. Molinsky and Bill Bliss; 1994)
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## LESSON PLAN 4

<b>School</b>	:	<b>SMKN 7 Yogyakarta</b>
<b>Grade</b>	:	<b>XI</b>
<b>Semester</b>	:	<b>1</b>
<b>Subject</b>	:	<b>English</b>
<b>Topic</b>	:	<b>At the work place</b>
<b>Materials</b>	:	<b>Interviewing</b>
<b>Skill</b>	:	<b>Speaking</b>
<b>Time allocation</b>	:	<b>3 x 45 minutes (1session)</b>

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### A. STANDARD OF COMPETENCE

#### Speaking

4. Communicating in English at elementary level

### B. BASIC COMPETENCY

#### Speaking

2. 3Describing job and educational background in spoken English or in written English.

### C. INDICATORS

1. Identifying the goal, the situation, the degree of formality of the language, and the participants of interviewing,
2. Identifying words relating to interviewing,
3. Pronouncing words relating to interviewing accurately,
4. Identifying the English expressions conveyed in interviewing,
5. Pronouncing the English expressions conveyed in interviewing, and
6. Makings use the English expressions conveyed in interviewing.

## D. LEARNING OBJECTIVE

At the end of the course, students are able to make use of English expressions conveyed in interviewing accurately, fluently and politely according to the situations.

## E. MATERIALS

### 1. Vocabulary

application	resume	strength	weaknesses
decision	responsibility	company	organization
position	duties	consider	reasonable

### 2. Expressions of telling job description and educational background

Asking about job description	Telling about job description
Could you tell me what your duties are?	My duties are to offer the menu and to take orders.
I would like to know whether you know about your responsibility.	I receive guests and in-coming calls.
Can you tell me what your task is?	I have to make a financial report.
I would like to know about what you have to do.	My task is carrying goods or luggages.
	I guide tourists to the tourist attractions.

### Educational Background

Asking about educational background	Telling about educational background
Could you tell me a little about your educational background?	I graduated from a chef college.
Can you tell me where you graduate from?	I have a degree in accountancy.
I would like to know about your major.	I study in a Hotel and Tourism school.
I would like to know where you study.	My major is tourism business.

### Dialogue 1

Here is a dialogue between an interviewer (Mrs. Rihana Hilton) and an interviewee (Mr. Rahmat Santoso). He applies for a waiter position.

Interviewer : Pleased to meet you.

Interviewee : Pleased to meet you too.

Interviewer : You are applying for waiter position, aren't you?



Interviewee : Yes, madam.

Interviewer : May I ask you why would you like to reply to our advertisement?

Interviewee : Well, I was looking for a part-time job to help me through college. And I think that I'd be really good at this kind of job.

Interviewer : Could you tell me what your duties are?

Interviewee : My duties are to offer menus and to take orders.

Interviewer : You would also be responsible for keeping the tables tidy. What do you consider your greatest strength? Did you enjoy studying while you were at school?

Interviewee : I'm a reasonable student. I passed all my exams and I enjoy studying subjects that interest me.

Interviewer : Very impressive. I think I have asked you everything I wanted to. Thank you for coming along to the interview. We'll be making our decision next Monday, we'll give you a call.

Interviewee : Thank you.

## Dialogue 2

Here is a dialogue between an interviewer (Mr. George Dalton) and an interviewee (Mrs. Regina Sofyan). She applies for a front desk teller position.

Interviewer : Good morning.

Interviewee : Good morning, Sir.

Interviewer : You are applying for the position of a front desk teller, aren't you?

Interviewee : Yes, Sir.

Interviewer : Could you tell me a little about your educational background?

Interviewee : I graduated from tourism school.

Interviewer : I would like to know whether you know your responsibilities if you are accepted here.

Interviewee : As far as I know, a front desk teller is responsible for welcoming guests and taking reservations.

Interviewer : May I ask what your greatest strength is?

Interviewee : I'm intelligent and sociable. I'm also a good communicator.

- Interviewer : May I ask what your greatest weakness is?
- Interviewee : Some people say I'm a perfectionist and I cannot work with much pressure.
- Interviewer : What is your goal for the future?
- Interviewee : Working for a well-developed company, like this company.
- Interviewer : OK. Mrs. Regita Sofyan. That's all for the interview today. I'll call for the results later.
- Interviewee : Thank you for the interview.

## **F. METHOD**

### **Communicative Language Teaching**

## **G. LEARNING ACTIVITIES**

### **1. Opening (10 minutes)**

- a. Greeting.s
- b. Calling the roll.
- c. Preparing the students for the learning activities.
- d. Activating students' prior knowledge.
- e. Informing the learning objectives.

### **2. Main (60 minutes)**

#### **a. Teacher Directed**

- 1) The students and the teacher discuss the situation, the degree of formality of the language, and the participants of job interview.
- 2) The students match a number of jobs with the job descriptions.
- 3) The students find Indonesian meaning of the words relating to job interview.
- 4) The students have a practice of pronouncing the words relating to job interview by imitating the teacher's pronunciation.
- 5) The students practice listening to a dialogue of job interview.
- 6) The students identify the expressions employed in job interview.
- 7) The students practice pronouncing the expressions employed in job interview.

**b. Guided Construction**

- 1) The students act out a role play based on the given situation.
- 2) With the teacher's help, the students draw conclusion about the situations, the action verbs, the English expressions conveyed in job interview.

**c. Independent Construction**

- 1) In pair the students make a role play based on the situation given.

**3. Closing (10 minutes)**

- a. The teacher and the students draw a conclusion about the lesson.
- b. The teacher and the students make a reflection on what they have learnt and done.
- c. The teacher gives feedback to the learning process and outcomes.
- d. The teacher informs the students the text learning activities in the following meeting.

**H. ASSESSMENT**

Goal : The purpose of the task is to perform a dialogue about interviewing.

Task orientation: Guided. The participants are given role cards that specify the situation.

Topic : Job interview

Setting : At work place

Situation : Ms. Widya has an interview with the personalia of VIA-VIA travel. She looks for a waitress position. She has graduated from tourism school. She is punctual. She can work in team, but she cannot operate computer.

Oral Assessment Sheet for Role Play						
Topic:						
Examiner:						
Date:						
Student	Pronunci- -ation	Grammar	Vocabulary	Fluency	Compre- -hension	Total
S1						
S2						
S3						
S4						
S5						

## **I. LEARNING RESOURCES**

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# Learning Materials

## UNIT 1 AT THE RESTAURANT



Restaurant is a place that serves prepared food to customers. Typically, customers sit at tables and their orders are taken by a waiter or a waitress who brings the food to them when it is ready. Can you take an order well? This unit helps you to be successful in taking an order.

### Task 1

Look at the picture. Answer the following questions.

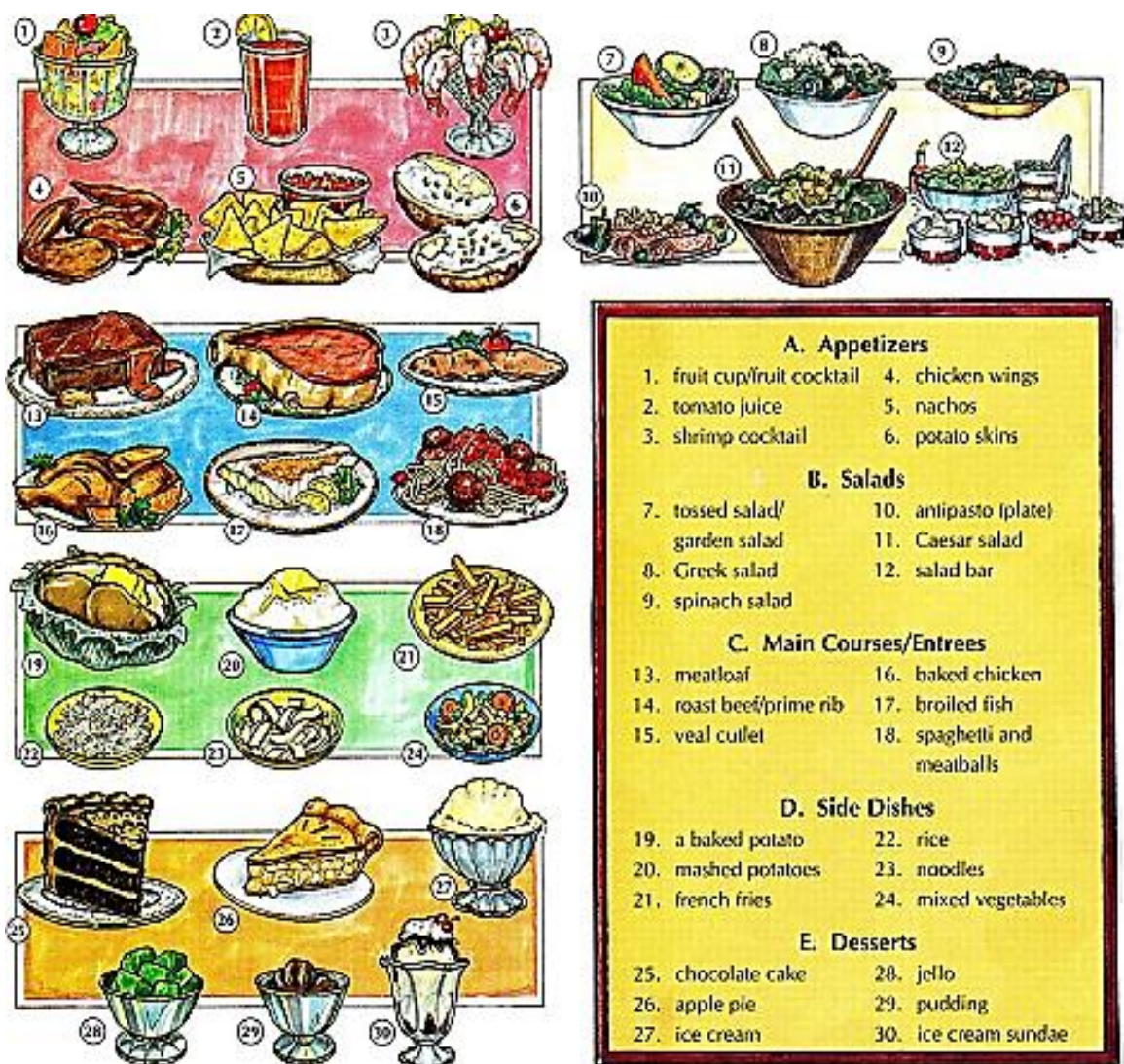


1. Does the situation take place in formal context?
2. Does formal language is used in that kind of situation?
3. Who are the participants?
4. Do the participants need to consider their behavior?



## Task 2

Study the following words. Pronounce each word by imitating your teacher's utterance.



### A. Appetizers

1. fruit cup/fruit cocktail
2. tomato juice
3. shrimp cocktail
4. chicken wings
5. nachos
6. potato skins

### B. Salads

7. tossed salad/  
garden salad
8. Greek salad
9. spinach salad
10. antipasto (plate)
11. Caesar salad
12. salad bar

### C. Main Courses/Entrees

13. meatloaf
14. roast beef/prime rib
15. veal cutlet
16. baked chicken
17. broiled fish
18. spaghetti and meatballs

### D. Side Dishes

19. a baked potato
20. mashed potatoes
21. french fries
22. rice
23. noodles
24. mixed vegetables

### E. Desserts

25. chocolate cake
26. apple pie
27. ice cream
28. jello
29. pudding
30. ice cream sundae

## Task 3

Study the following explanation.

To make polite offering you may use "Would you like?" To make polite request you may use modal verbs **would** and **will**.

### Modal verbs would and will for requesting.

What would you like to drink?	- I'd like a large fresh coke. - I'll have coffee.
What would you like for appetizer?	- For the appetizer, I'd like a fruit cup, please.
What would you like for main course?	- I'd like beef steak with French fries.
Would you care for some dessert?	- Yes, I think I'll have a chocolate cake.
Would you like anything else?	- Yes, please. I'd like some water. - No, thank you. That's all.

Contractions: I would = I'd

I will = I'll

**Task 4**

In pairs, study the dialogue below and answer the questions. Then, act it out.

At the restaurant



Picture 1

Mrs. Becham is overwhelm with all her work at the office and decides to satisfy her will to have her favourite food at Joglo Resto.

Waiter : Welcome to Joglo Resto madam. Would you like table one or table two?

Mrs. Becham : Table one please.

Waiter : May I take your order? What would you like for appetizer?

Mrs. Becham : I'd like a fruit cup.

Waiter : And what main course would you like?

Mrs. Becham : Hmm. I think I'll have roast chicken.

Waiter : All right. And would you like rice as side dish?

Mrs. Becham : I prefer baked potato please.

Waiter : Would you care for some dessert?

Mrs. Becham : Yes. I'll have a chocolate cake please.

Waiter : Would you like anything else?

Mrs. Becham : Yes, please. I'd like some water.

Waiter : Right away, Ma'am.

Now answer these questions. Number one has been done for you as an example.

1. What is the name of the restaurant? (The name of the restaurant is Joglo Resto).
2. What does Mrs. Becham take for appetizer?
3. What does Mrs. Becham take for main course?
4. Does she have rice as side dish?
5. Does she have pudding for dessert?



People commonly use French expression "Bon appetite!" at meals. It's similar to the Indonesian expression "Selamat makan".



## Task 5

In pairs, study the dialogue and write T if the statement below is true and F if the statement below is false.

Mr. Obama is having dinner at a restaurant.

Waiter : Could I take your order, Sir?

Mr. Obama : Yes. I'd like spinach salad and grilled beef steak, please.

Waiter : How would you like your steak cooked?

Mr. Obama : Medium, please.

Waiter : Would you like French fries with your steak?

Mr. Obama : Yes, please.

Waiter : And what would you like for dessert?

Mr. Obama : I'll have ice cream please.

Waiter : Would you like anything else?

Mr. Obama : No, thank you. That's all.

Waiter : I'll be back in a few minutes to take your order.



Picture 2

T/F	Statements
	Mr. Obama orders spinach salad and beef steak for main course.
	He likes his steak well-done.
	He does not like to have French fries as side dish.
	He likes to have ice cream for dessert.
	He has nothing else to order.

## Task 6

Listen to a conversation between a waitress and Mr. Smith. He likes to have dinner at Al dente restaurant. Complete the dialogue below with expressions you have been heard.

Waitress : This is the wine that you order, Sir. Shall I pour it now or a little while?

Mr. Smith : I'll have it now please.

Waitress : \_\_\_\_\_ (1)

Mr. Smith : Yes. I'll have a T-bone steak, please.

Waitress : \_\_\_\_\_ (2)

Mr. Smith : Medium rare.

Waitress : Okay. That is served with seasonal vegetable and your choice jacket potato or chips?

Mr. Smith : Ehm...Jacket potato, please.

I haven't jacket potato for a long time.

Waitress : Okay. That's one \_\_\_\_\_ (3), medium rare with \_\_\_\_\_ (4) and  
\_\_\_\_\_ (5)

Mr. Smith : Yes. Thank you.

**Task 7**

Let's do a role play. Make simple dialogues based on the situation below.



Suppose you are a waiter/waitress and your friend is a customer who wants to order a fruit cup, roast chicken, spinach salad, and an ice cream sundae. She/he wants a glass of water too.

***Al Dente Restaurant***

***Menu***

*Welcome drinks*

- *Fresh coke*
- *Orange juice*

***Appetizer***

- *Tomato soup*
- *Fruit cup*
- *Chicken wings*

***Main Course***

- *Chicken roast with spinach salad*
- *Beef steak with vegetables*
- *Spaghetti and meat balls*

***Dessert***

- *Ice cream sundae*
- *Pumpkin pudding*

## UNIT 2 AT THE HOTEL



Hotel is a building where you pay to have a room to live in and, where you can eat a meal. Guests usually make a reservation via phone or directly make a reservation through receptionists or front desk tellers. Can you take a reservation well? Find challenging tasks which help you to take a reservation in this unit.

## Task 1

Label the pictures below with the words in the box.



1

At the hotel



2



3



4



5



6



7



8



9

chambermaid

bellboy

concierge

front desk and guest

checking-in

taking a reservation by phone

taking the customer's order

cleaning room

serving drinks to guests

## Task 2

Find the Indonesian meaning of the following vocabulary. Pronounce the words properly by imitating the teacher's pronunciation.

Words	Meaning
book a room	
reservation	
single room	
double room	
en suite	
credit card	
ID card	
registration form	
gym/fitness center	
driver's licence	
indoor pool	
business center	



## Task 3

Study the following expressions of taking a reservation. Fill in the blanks with suitable expressions.

Front- desk' Questions	Guest' Responses
Good morning. How may I help you?	Good morning. I'd like a room, please.
Good afternoon. May I help you, ma'am?	Good afternoon. We would like a room.
Good evening. What can I do for you?	Good evening. I'd like to book a room.
Would you like a single or a double?	A single room. I'd like a double room.
How many nights will you be staying?	Two nights.
How many nights would you like to stay?	I'll stay for three nights.
How long will you be staying?	
Could I have your name?	It's Max Hamilton.
May I have your name?	It's Melanie Lynch.
And could I have your ID, please?	Of course. Here is my driver's licence. Sure. It's my visa and passport.
How will you be paying, Sir?	I'll pay by Mastercard.
Would you prefer to pay by credit card or cash?	I'll pay by cash.

- Front desk : Good morning, Sir. \_\_\_\_\_(1)?  
Guest : Good morning. I'd like a room for two nights, please.
- Front desk : \_\_\_\_\_?(2)  
Guest : I'd like a double room.
- Front desk : \_\_\_\_\_?(3)  
Guest : It's Maggy Wax.
- Front desk : \_\_\_\_\_?(4)  
Guests : Sure. Here is my visa and passport.
- Front desk : \_\_\_\_\_?(5)  
Guests : Do you take VISA?  
Front desk : Yes, of course ma'am.

**Task 4**

Study the dialogue below. Then, answer the questions.

Mrs. Seanan Clifford has a business conference to attend at Phoenix hotel. She has not made any reservation yet. She directly makes a reservation through the front desk.



Front desk : Good morning, ma'am. How may I help you?

Mrs. Clifford : I'd like a room for three days, please.

Front desk : Sure. Would you like a single room or a double room?

Mrs. Clifford : A double please. How much is that going to cost?

Front desk : It's Rp 500.000 per night, ma'am. It comes with an en suite bathroom.

Mrs. Clifford : Oh! That sounds nice. I'll take that one. Is there any pool?

Front desk : Oh yeah! We have an indoor pool and a restaurant at the first floor. We also have a sport center and a business center at the second floor. May I have your name, please?

Mrs. Clifford : It's Seanan Clifford.

Front desk : How will you be paying?

Mrs. Clifford : Is VISA OK?

Front desk : That would be fine. Could I have some form of ID, please? Could you just fill out this registration form?

Mrs. Clifford : Sure. Here is my driver's licence.

(after a few moment)

Front desk : Here is your room key. You're in room 304 on the third floor. If you need anything, please feel free to call the front desk. Enjoy your stay.

Mrs. Clifford : Thank you.

Front desk : You're welcome.

1. Why does Mrs. Clifford come into the hotel?
2. What type of room does she take?
3. How many nights will she be staying?
4. How will she be paying?
5. What is her room number?

### Task 5

In pairs, study the dialogue and write T if the statement below is true and F if the statement below is false.

Mrs. Elizabeth Gilbert has an international seminar to attend at Yogyakarta Palace Hotel. She has made a reservation via telephone, but there is no record of her booking. Fortunately, there is a single room for her.



Front desk : Good evening, madam. How may I help you?

Mrs. Gilbert : Good evening. My name is Ellizabeth Gilbert. I have a room booked fortwonights.

Front desk : Oh right, I'll just check.

Front desk :Err...well there is no record of yourreservation here. Did you make your reservation by phone?

Mrs. Gilbert : Yes, I directly phoned you.

Front desk:I see. May be there's a glitch with the booking system. Well, we have a single room available and it comes with an en-suite bathroom.

Mrs. Gilbert : That sounds good. How much is it going to cost?

Front desk :It's Rp 450.000 per night. It's equal with \$45.

Mrs. Gilbert : All right. I'll take that one. Uhm, do you have any restaurant?

Front desk: Sure. We have a restaurant which serves breakfast, lunch and dinner. You mayorder breakfast toyour room. Could I have aform of ID, please? And could you fill out this reservation form?

Mrs. Gilbert : Of course. This is my driver licence. I'll pay by VISA.

Front desk:Thank you. This is your room key. You're in room number 305. If you need anything, please feel free to call the front desk. Enjoy your stay.

Mrs. Gilbert : Thank you.

Front desk : You're welcome.

T/F	Statements
	Mrs. Gilbert has made a reservation.
	Her name is not recorded on the computer.
	She chooses an en suite double room.
	She will be charged Rp 700.000 for two nights.
	She will be paying byMasterCard.

## Task 6

Listen to a conversation between a front desk teller and Mr. Rex. Complete the dialogue below with the expressions you have been heard.

Front desk : Hello how're you doing?

Mr. Rex : Hey good. I had a reservation under Rex.

Front desk : Okay Mr. Rex. \_\_\_\_\_ (1)

I have you for two rooms both for one night. Is that correct?

Mr. Rex : Yeah



Front desk : OK if I can have you to initial here and sign and I also need a driver license and a credit card.OK. \_\_\_\_\_ (2) here is your room number and your room key.

All of the information about our property is here on the back.

Front desk : We have a restaurant that serves \_\_\_\_\_ (3), \_\_\_\_\_ (4) \_\_\_\_\_ (5). We also have a 24 hour business center and a fitness center.

Mr. Rex : Oh yeah.

Front desk : All right. Here we go. Let me know if you guys need anything.

Mr. Rex : Do you have complementary breakfast?

Front desk : It's 8.95 for adults and 5.95 for children.

Enjoy your stay.

Mr. Rex : Let's go.

## Task7

Make a role-play based on the following situation.



### Student A

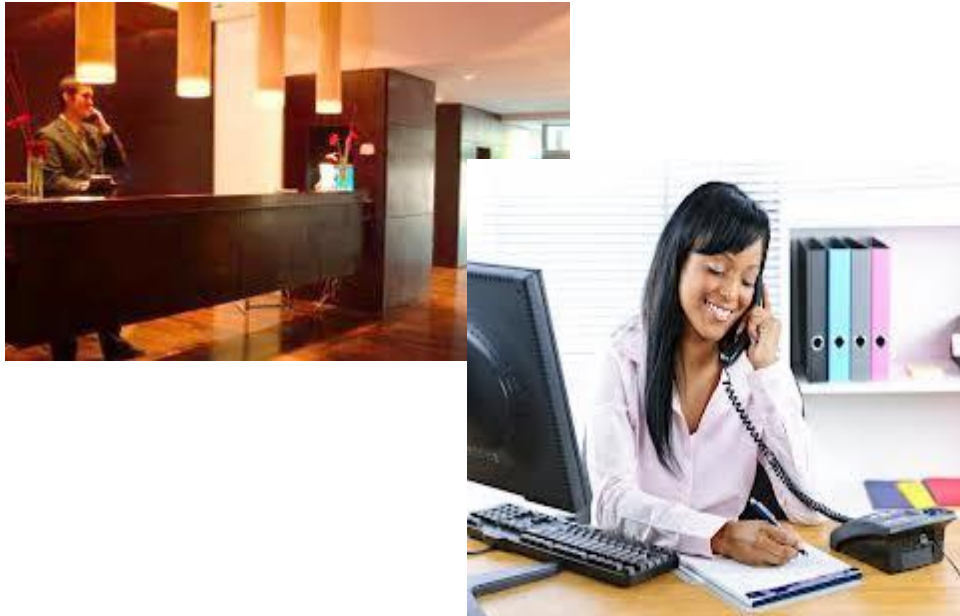
You are the front desk teller of Phoenix hotel. Mrs. Ronnie Dalton has a seminar to attend at Phoenix hotel. She would like a single room for two nights. She will be paying by Mastercard.

### Student B

You are Mrs. Ronnie Dalton. You have a seminar to attend at Phoenix hotel. You would like a single room for three nights. You will be paying by Mastercard.

## UNIT 3

### TAKING MESSAGES



At work place, you might use telephone much. You might make calls to deliver messages or taking messages. Do you know how to take messages well? Help yourself to learn how to take messages via telephone properly through finishing challenging tasks in this unit.

#### Task 1

1. Have you ever made a phone call?
2. What do you say first?
3. Have you ever received a call?
4. What do you ask the caller?
5. What do you say if the caller wants to speak to your manager but he or she is not at the office?
6. What do you say when you want the caller to leave a message?

#### Task 2

You will hear the following words in Task 3. Find the Indonesian meaning, then listen to your teacher and repeat after her with a good pronunciation.

Words	Meaning
speak/spi: k/	
message/' mes.ɪ dʒ /	
call/kɑ : l/	
direct /daɪ ' rekt/	
an hour /ən aʊ ə/	
right now/raɪ t naʊ /	

**Task 3**

Listen to conversations and while you are listening, complete the conversations based on the information you hear.



Dialogue 2 (Mr. Harry Donald would like to speak to Mr. Ray Johnson, however he is out of town. The caller leaves a message to the receptionist).

- Receptionist : Hallo May I help you?
- Caller : Yes, \_\_\_\_\_ (1) Ray Johnson, please.
- Receptionist : I'm sorry he's not in right now. \_\_\_\_\_? (2)
- Caller : Yes. Could you please have him call Harry Donald at 554565?
- Receptionist : \_\_\_\_\_ (3)
- Caller : Thank you.

Dialogue 3 (Mrs. Sue Grant would like to speak to Janice Jones. Unfortunately, she is out to lunch. She leaves a message to the receptionist).

- Receptionist : Grand Pacific Hotel. This is Jack. \_\_\_\_\_? (4)
- Caller : May I speak with Janice Jones?
- Receptionist : Janice is at lunch. She'll be back at about an hour.
- Caller : \_\_\_\_\_? (5)
- Receptionist : Sure.
- Caller : Please tell her that Sue Grant called. Could you have her call me back at home?
- Receptionist : \_\_\_\_\_? (6)
- Caller : Yes.
- Receptionist : \_\_\_\_\_. (7)
- Caller : Thank you.
- Receptionist : No problem.

**Task 4**

Study the expressions of taking messages below.

Here are words and expressions usually used in formal telephoning.

**To make a call:**

Hello, may I speak to Janice Jones?

Hello, may I talk to Mr. Johnson?

Hello, this is Sue Grant. May I speak to Mrs. Regina Wills, please?

I'm Laila Kurniati from Jogja Resto. Could you put me through to Mr. Robert Walker?

Could I leave a message?

Could you take my message for him?

**To receive a call:**

Good morning, Phoenix Hotel. Can I help you?

Good afternoon, Sunny Inn. May I help you?

Could I have your name?

May I have your name?

Hold the line, please. I'll check if she's not busy.

Just a moment, please.

Mrs. Regina is not busy. I'll put you through.

I'm sorry she's not in right now.

I'm sorry she is attending a seminar out of town.

I'm sorry. The line is busy.

Could I take your message?

Could I have your number?

Sure. No problem.



There are two ways to mention telephone number. They are:

1. 081700033305 My number is o, eight, one, seven, **o, o, three, three, three**, o, five.
2. 085729945552 This is my phone number o, eight, five, seven, two, **double nine**, four, **triple five**, two.

**Task 5**

In pairs, study the following dialogue and answer the questions.

Useful vocabulary

Words	Meaning
away	tidak ditempat/pergi
a couple of days	beberapa hari
contact	menghubungi
as soon as possible	secepatnya
phone number	nomor telepon

Mrs. Diana Mariane would like to speak to Mrs. Raihana Hilton but she is not at the office. She leaves a message at the receptionist.

Receptionist : Good morning,Hilton Hotel. Can I help you?  
 Caller : Good morning. I'd like to speak to Mrs. Raihana Hilton, please?  
 Receptionist : I'm sorry, Ma'am. She has been away for a couple of days.  
 Would you like to leave a message?  
 Caller : Please tell her to contact me as soon as possible.  
 Receptionist : Could I have your name, please?  
 Caller : Diana Marianne of Ritz-Carlton Hotel.  
 Receptionist : Could I have your phone number, please?  
 Caller : Sure +62 274 654 221. Have you got that?  
 Receptionist : Yes, Ma'am. +62 274 654 221. Anything else, Ma'am?  
 Caller : No, thank you.  
 Receptionist : You're welcome.

1. Who is the caller?
2. Whom does she want to speak to?
3. What does the receptionist say to know who is calling?
4. What does the receptionist say when she wants the caller to leave a message?
5. What does the receptionist say to know the caller's phone number?
6. How does the caller mention his phone number?
7. What does she say to end the conversation?

**Task 6**

Complete the notes based on the following dialogue.

- Receptionist : Good morning, Sheraton Hotel. How may I help you?
- Mr. Dowson : May I speak to Mr. Jim Manheim?
- Receptionist : Who's speaking?
- Mr. Dowson : This is Jack Dowson.
- Receptionist : Hold the line, please. I'll check if he is not busy.
- Mr. Dowson : Thank you.
- (A few moment later)
- Receptionist : Hello, Mr. Dowson. I'm sorry, Mr. Jim Manheim is in a meeting with the Board now.
- Mr. Dowson : That's OK. He's the headboard. Can I leave a message?
- Receptionist : Sure.
- Mr. Dowson : Please tell him to pick me up at the airport at 1 p.m.
- Receptionist : Right, Sir. Could I have your number, please?
- Mr. Dowson : It's 0888-1212-9078
- Receptionist : Yes, Sir. 0888-1212-9078. Anything else, Sir?
- Mr. Dowson : No, thank you.
- Receptionist : You're welcome.

From : Thursday/08-11-12 Day/date:

To : Time : 8 a.m.

Message; \_\_\_\_\_

\_\_\_\_\_

**Task 7**

Work in pairs. Make a role play based on the following situation.

Student A

You are a receptionist at Grand Pacific Hotel. There is a call from Mrs. Jane Mueller. She wants to speak to her husband, Mr. Joseph Mueller. However, he is in a meeting with the Board. She leaves a message. She wants her husband to pick her at the airport at 9 a.m. Her number is 0819-2552-3443.

Student B

You are Mrs. Jane Mueller. You want to speak to your husband, Mr. Joseph Mueller. However, he is in a meeting. You leave a message. Your want him to pick you up at the airport at 9 a.m. Your number is 0819-2552-3443.



## UNIT 4

### JOB INTERVIEW











Picture 1

When you are applying for a job, you have to be able to tell about the job description and your educational background. Do you know how to do it well? Learn those in this unit and you will do it effectively.

#### Task 1

There are some jobs relating to tourism. Match the jobs with its descriptions. Compare with your classmates.

No	Job	Job Descriptions
1	Waiter/waitress 	A. A skilled cook who works in a restaurant or hotel.
2	Chef 	B. Someone who makes and serves drinks in a bar.
3	Bartender 	C. A man whose job is to bring the food to customers at their tables in a restaurant.

4	<p>Front desk teller</p> 	D. A woman employed in a hotel to clean and tidy bedrooms.
5	<p>Bellboy</p> 	E. A man in a hotel employed to carry luggage, open doors, etc.
6	<p>Concierge</p> 	F. A person who works in a hotel, who answers the telephone.
7	<p>Chambermaid</p> 	G. A person who is employed in a hotel to welcome guests, open the door, arrange to visit restaurant, etc.
8	<p>Hotel Manager</p> 	H. A person who is responsible for managing a hotel.

## Task 2

You will find the following words in Task 3 and Task 4. In pairs, find the meanings of these words in your dictionary and repeat your teacher pronunciation.

Words	Meanings
application/, æp.lɪ ' keɪ .ʃ ən/	
company/' kʌ m.pə.ni/	
consider/kən' sɪ d.ər/	
decision/dɪ ' sɪ ʒ .ən/	
duties/' dju: .ti/	
organization /, ɔ : .gən.aɪ ' zeɪ .ʃ ən/	
position/pə' zɪ ʃ .ən/	
reasonable /' ri: .zən.ə.bl ɪ/	
responsibility	
/rɪ , spɒ nt.sɪ ' bɪ l.ɪ .ti/	
resume /rɪ ' zju: m/	
strength /streŋθ/	



weakness /' wi: k.nəs/

### Task 3

Study the following explanation.

#### a. Asking and telling job description

Asking about job description	Telling about job description
- Could you tell me what your duties are?	- My duties are to offer the menu and to take orders.
- Can you tell me what your task is?	- I receive guests and in-coming calls.
- I would like to know whether you know about your responsibility.	- I have to make a financial report.
- I would like to know about what you have to do.	- My task is carrying goods or luggage.
	- I guide tourists to the tourist attractions.

#### b. Asking and telling about educational background

Asking about educational background	Telling about educational background
- Could you tell me a little about your educational background?	- I graduated from a chef college.
- Can you tell me where you graduate from?	- I have a degree in accountancy.
- I would like to know about your major.	- I study in a hotel and tourism school.
- I would like to know where you study.	- My major is tourism business.

### Task 4

Here is a dialogue between an interviewer (Mrs. RaihanaHilton) and an interviewee (Mr. Rizky Ramadhan). Study the dialogue and write

T if the statement is true and F if it is false.



- Interviewer : Good morning.  
Interviewee : Good morning, madam.  
Interviewer : You are applying for the position of a front desk teller, aren't you?  
Interviewee : Yes.  
Interviewer : Could you tell me a little about your educational background?

- Interviewee : I graduated from SMKN 7 Yogyakarta. I studied tourism.
- Interviewer : I would like to know whether you know your responsibilities if you are accepted here.
- Interviewee : As far as I know, a front desk teller is responsible for handling telephone and taking reservations.
- Interviewer : May I ask what your strengths?
- Interviewee : I'm intelligent and sociable. I'm also a good communicator.
- Interviewer : May I ask what your weaknesses?
- Interviewee : Some people say I'm a perfectionist and I cannot work with much pressure.
- Interviewer : What is your goal for the future?
- Interviewee : Working for a well-developed company, like this company.
- Interviewer : OK. Rizky Ramadhan. That's all for the interview today. I'll call for the results later.
- Interviewee : Thank you for the interview.

T/F	Statements.
	He applies for a hotel receptionist position.
	He used to study at tourism school.
	He is responsible for handling telephone from guests and carrying the guests' luggage.
	He can work under pressure.
	His expectation is to be employed in a developing company.

## Task 5

Work in pairs, make a role play according to the following situation.

- Student A : Your name is Mila Kurniawati. You are graduated from SMKN 7 Yogyakarta. You apply for a receptionist position at Ina Garuda Hotel. You are hard working and friendly. You can work for long hours but you cannot work under pressure.
- Student B : You are the manager of Ina Garuda Hotel who is responsible for interviewing applicants. You ask questions to the applicant. The questions are asking about educational background, job description, strength, and weakness.

Appendix D:  
Interview Guideline  
Observation Guideline

## Interview Guideline

### A. Reconnaissance

#### 1. For the English teacher

- a) Dapatkah ibu jelaskan bagaimana proses pembelajaran speaking di kelas ibu?
- b) Bagaimana kemampuan berbicara siswa kelas pariwisata tersebut?
- c) Apakah ada kesulitan ketika mengajarkan speaking di kelas tersebut?
- d) Apakah mereka mengalami kesulitan dalam hal pronunciation?
- e) Bagaimana penguasaan kosa kata siswa pariwisata?
- f) Apakah mereka merasa takut ketika diminta untuk berbicara dalam bahasa Inggris?
- g) Apa yang ibu lakukan untuk mengatasi hal itu?
- h) Apa materi yang dibutuhkan siswa pariwisata khususnya kelas 1?
- i) Menurut ibu, kegiatan speaking yang seperti apa yang bisa meningkatkan kemampuan berbicara mereka?
- j) Apa yang ibu lakukan untuk memotivasi siswa untuk belajar speaking?
- k) Bagaimana respon siswa mengenai hal tersebut?
- l) Apakah roleplay sudah pernah diajarkan di kelas speaking?
- m) Jika sudah, bagaimana tanggapan siswa terhadap kegiatan tersebut?

### B. During the implementation of the actions

#### Cycle I

#### 1. For the English teacher

- a. Bagaimana penilaian ibu terhadap kemampuan berbicara siswa di *cycle 1* ini?
- b. Kemajuan apa yang telah dicapai siswa dalam *cycle 1* ini?
- c. Apakah penguasaan kosa kata siswa meningkat setelah *action* pertama dilakukan?
- d. Apakah pronunciation siswa lebih baik setelah *action* pertama dilakukan?
- e. Apakah siswa memperhatikan konteks dan tingkat kesopanan bahasa yang mereka gunakan?
- f. Bagaimana pendapat ibu tentang motivasi belajar siswa?
- g. Bagaimana pendapat ibu tentang tingkat ke-PD-an siswa?
- h. Apakah kekurangan dari kegiatan speaking di *cycle 1* ini?
- i. Apa saran ibu untuk meningkatkan kemampuan berbicara siswa di *cycle 2*?

#### 2. For the students

- a. Bagaimana pendapat kalian tentang pelajaran hari ini?
- b. Apakah kalian senang dengan pelajaran hari ini?
- c. Apakah aktivitas tadi memotivasi kalian untuk berbicara dalam bahasa Inggris dengan topik yang terkait dengan pariwisata?
- d. Apakah aktivitas tadi dapat mengembangkan kosa kata dalam bidang pariwisata?
- e. Apakah aktivitas tadi membantu kalian mengerti pronunciation sebuah kata atau ekspresi dengan benar?

- f. Apakah aktivitas tadi membantu kalian untuk lebih memahami konteks dan tingkat kesopanan berbahasa?
- g. Apakah aktivitas tadi dapat meningkatkan tingkat ke-PD-an kalian?
- h. Apakah aktivitas tadi dapat meningkatkan motivasi belajar kalian?
- i. Apakah kekurangan dari aktivitas di *cycle 1* ini

## Cycle II

### 1. For the English teacher

- a. Bagaimana penilaian ibu terhadap kemampuan berbicara siswa di cycle 2 ini?
- b. Kemajuan apa yang telah dicapai siswa dalam cycle 2 ini?
- c. Apakah penguasaan kosa kata siswa meningkat setelah *action* kedua dilakukan?
- d. Apakah pronunciation siswa lebih baik setelah *action* kedua dilakukan?
- e. Apakah siswa lebih memperhatikan konteks dan tingkat kesopanan bahasa yang mereka gunakan?
- f. Apakah kekurangan dari kegiatan speaking di cycle 2 ini?
- g. Bagaimana penilaian ibu secara keseluruhan terhadap role-play sebagai salah satu teknik mengajar *speaking*?

### 3. For the students

- a. Bagaimana pendapat kalian tentang pelajaran hari ini?
- b. Kemajuan apa yang telah kalian dapatkan?
- c. Apakah aktivitas tadi memotivasi kalian untuk berbicara dalam bahasa Inggris dengan topik yang terkait dengan pariwisata?
- d. Apakah aktivitas tadi dapat mengembangkan kosa kata dalam bidang pariwisata?
- e. Apakah aktivitas tadi membantu kalian mengerti pronunciation sebuah kata atau ekspresi dengan benar?
- f. Apakah aktivitas tadi membantu kalian untuk lebih memahami konteks dan tingkat kesopanan berbahasa?
- g. Apakah kekurangan dari aktivitas di *cycle 2* ini?
- h. Bagaimana pendapat kalian mengenai aktivitas role play hubungannya dengan peningkatan kemampuan berbicara?

## Observation Guideline For the Students

(adapted from Oral Proficiency Categories proposed by Brown; 2004: 172-173)

Date :

Observer :

Material :

There are eight indicators of good speaking skills. Check ( ✓ ) one of the two options of the statements below which represents your evaluation.

No	Indicators of good speaking skills	Options
1	The students' pronunciation is good.	Yes, half of them accurately pronounce the words and the English expressions relating to the given materials.
		No, most of them frequently make errors in pronunciation.
2	The students produce grammatically correct sentences.	Yes, half of them produce grammatically correct sentences..
		No, most of them frequently make grammatically errors sentences.
3	The students can express their ideas in English with appropriate vocabulary.	Yes, half of them have sufficient vocabularythat enables them to express ideas in English.
		No, most of them have limited vocabulary inadequate to express anything but the most elementary needs.
4	The students can comprehend the given situation.	Yes, half of them can get the gist of the conversations of the given situation.
		No, most of them cannot get the gist of the conversations of the given situation.
5.	The students speak fluently.	Yes, half of them speak fluently.
		No, most of them cannot speak quickly and fluently.

6	The students speak English appropriately according to situations, participants, and goals.	Yes, half of them use appropriate language according to the situation, the goal and the role of participants.
		No, most of them do not consider the situation, the goal and the role of the participants.
7	The students use appropriate facial expressions and body language during speaking.	Yes, half of them convey appropriate facial expressions and body language during speaking
		No, most of them do not consider their facial expressions and body language.
8	The students become aware of and practice speaking strategies such as asking for clarification (what?), asking someone to repeating something (sorry? Excuse me?), using fillers (Uhm, err), using conversation maintenance cues (I think, okay).	Yes, half of them practice speaking strategies.
		No, most of them do not practice speaking strategies.

## Observation Guideline for the Teacher

(adopted from Brown; 2001: 432-434)

Check ( ✓ ) each item in the column that most clearly represents your evaluation: 4= excellent, 3= above average, 2= average, 1= unsatisfactory, N/A= not applicable. You may also write comments next to the evaluation column.

No	Statements	Evaluation					Notes
		4	3	2	1	N/A	
<b>I. Preparation</b>							
1	The teacher well-prepared and well-organized in class.						
2	The lesson reviewed material and looked ahead to new material.						
3	The prepared goals/objectives were clear.						
<b>II. Presentation</b>							
4	The class material was explained in understandable way.						
5	The lesson was smooth, sequenced and logical.						
6	Directions were clear and the students were able to carry them out.						
7	Material was presented at the students' level of comprehension.						
8	The teacher answered questions carefully and satisfactorily.						
9	The method was appropriate to the age and ability of the students.						
<b>III. Method</b>							
10	The teacher was able to adapt the unanticipated situations.						
11	The material was reinforced.						
12	The teacher moved around the class and made eye contact.						
13	The teacher knew the students' names.						
14	Examples and illustrations were effectively used.						
15	Drills were used presented effectively.						
<b>IV. Personal Characteristics</b>							
16	Patience in eliciting questions.						
17	Pronunciation, intonation, fluency and appropriate use of language.						
<b>V. Teacher/Student Interaction</b>							
18	Teacher encouraged the students' participation in class.						
19	The class felt free to ask questions or to express their ideas.						
20	The students were attentive and involved.						



## Appendix E:

- The Students' Speaking Scores
- Scoring Scheme for Speaking Test

### Daftar Nilai Speaking Siswa (Pre-test)

Nama Siswa	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Jumlah
Aldino	4	4	4	4	3	19
Anita Yuean	3	3	4	4	3	17
Arif Budianto	2	3	3	3	3	14
Ayyu Khoirini	2	3	3	2	2	12
Azizah	3	2	2	3	2	12
Debby S	2	2	2	2	1	9
Dwi Ariyanti						
Elizabeth Yolanda	2	3	2	2	1	10
Fitria Dwi						0
Amara	3	4	3	4	4	18
Herdiana						0
Hesti W	3	3	3	3	3	15
Hila Zufriada						0
Indah U.						0
Kartika	3	3	3	3	3	15
Kurnia P						0
Merlinda	3	3	3	3	3	15
Nandya M	2	3	3	2	2	12
Puput Igus	2	3	3	3	3	14
Restu Y	3	3	3	3	3	15
Ria Nopianti	2	3	3	2	2	12
Rika Y	3	3	3	2	3	14
Rinti Rohmatun	3	4	4	4	4	19
Ririn Karina						0
Risa N	3	3	3	2	3	14
Riska Dea	3	3	3	3	2	14
Riska Ratna	3	3	3	3	2	14
Rizky Yudha	3	4	4	4	3	18
Saftkony Obi	4	4	4	4	4	20
Uung Okta	2	1	2	2	2	9
Vebrica	3	3	3	3	3	15
Vinorika	2	4	3	4	4	17
Winda						0

Yohana						0
Yuliana	2	3	3	3	3	14
Yustina	3	3	3	3	3	15
Rata-rata	2,7037037	3,0740741	3,037037	2,962963	2,7407407	2,9037037

**Daftar Nilai Speaking Siswa  
(Post-test 1)**

Nama Siswa	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Jumlah
Aldino	5	5	5	5	5	25
Anita Yuean	3	5	5	4	4	21
Arif Budianto	4	5	5	5	4	23
Ayyu Khoirini	3	5	5	4	4	21
Azizah	4	5	5	5	4	23
Debby S	3	5	5	4	4	21
Dwi Ariyanti	3	5	5	4	4	21
Elizabeth Yolanda	4	5	5	4	5	23
Fitria Dwi	3	5	5	4	4	21
Amara	5	5	5	5	5	25
Herdiana	4	5	4	4	4	21
Hesti W	4	5	4	4	4	21
Hila Zufriada	4	5	5	4	4	22
Indah U.	4	5	5	5	4	23
Kartika	4	5	4	3	4	20
Kurnia P	4	5	4	3	4	20
Merlinda	4	5	5	5	4	23
Nandya M	5	5	5	5	5	25
Puput Igus	4	5	5	4	4	22
Restu Y	3	4	4	3	3	17
Ria Nopianti	3	5	4	3	3	18
Rika Y	4	5	5	5	5	24
Rinti Rohmatun	5	5	4	4	5	23
Ririn Karina	5	5	4	4	5	23
Risa N	4	5	4	4	5	22
Riska Dea	4	5	5	4	4	22

Riska Ratna	4	5	5	5	4	23
Rizky Yudha	5	5	5	5	5	25
Saftkony Obi	5	5	5	5	5	25
Uung Okta	3	4	4	4	4	19
Vebrica	4	5	5	4	4	22
Vinorika	4	4	4	4	4	20
Winda	5	5	4	5	5	24
Yohana	4	5	4	4	4	21
Yuliana	4	5	4	4	5	22
Yustina	4	5	5	4	4	22
Rata-rata	4	4,91666667	4,61111111	4,22222222	4,27777778	4,4055556

**Daftar Nilai Speaking Siswa  
(Post-test 2)**

Nama Siswa	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Jumlah
Aldino	5	5	5	5	5	25
Anita Yuean	4	5	5	4	5	23
Arif Budianto	3	4	4	4	4	19
Ayyu Khoirini	5	5	5	5	5	25
Azizah	5	5	5	5	5	25
Debby S	3	5	3	3	3	17
Dwi Ariyanti	5	5	5	5	5	25
Elizabeth Yolanda	4	5	4	4	5	22
Fitria Dwi	4	5	5	4	5	23
Amara	4	5	5	4	5	23
Herdiana	5	5	5	5	5	25
Hesti W	4	5	5	5	5	24
Hila Zufrida	5	5	5	5	5	25
Indah U.	5	5	5	5	5	25
Kartika	5	5	5	5	5	25
Kurnia P	4	5	5	4	5	23
Merlinda						
Nandya M	4	5	5	4	5	23
Puput Igus	4	5	5	4	5	23

Restu Y	4	5	5	5	5	24
Ria Nopianti	3	3	5	3	4	18
Rika Y	4	5	5	4	5	23
Rinti Rohmatun	5	5	5	5	5	25
Ririn Karina	4	5	5	4	4	22
Risa N	4	5	5	4	5	23
Riska Dea	4	5	4	4	3	20
Riska Ratna	5	5	5	5	5	25
Rizky Yudha	5	5	5	4	5	24
Saftkony Obi	5	5	5	5	5	25
Uung Okta	4	5	4	4	5	22
Vebrica	4	5	5	4	5	23
Vinorika	5	5	5	5	5	25
Winda	5	5	5	5	5	25
Yohana	5	5	5	5	5	25
Yuliana	5	5	5	5	5	25
Yustina	5	5	5	5	5	25
Rata-rata	4,4	4,91428571	4,828571429	4,457142857	4,8	4,68

## **SCORING SCHEME FOR SPEAKING TEST**

Adapted from the FSI Proficiency Ratings (as cited in Richard and Renandya: 2002, 221-224)

### **Part 1. Conversational English Proficiency Ratings**

Level 1: Able to satisfy minimum courtesy requirements. Can ask and answer questions on very familiar topics; within the scope of his or her very limited language experience, can understand simple questions and statements, allowing for slowed speech, repetition or paraphrase; speaking vocabulary inadequate to express anything but the most elementary needs; errors in pronunciation and grammar are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his or her language.

Level 2: Able to deal with routine social exchanges. Can handle with confidence but not with facility the simplest type of conversation, including introduction and chat about autobiographical information; can get the gist of the most conversations on nontechnical subjects (i.e., topics that not require specialized knowledge) and has a speaking vocabulary sufficient to express himself or herself simply with some circumlocutions; accent though quite faulty, is intelligible; can handle elementary constructions quite accurately and appropriately but does not have thorough or confident control of grammar.

Level 3: Able to speak with sufficient structural accuracy and appropriateness and vocabulary to participate effectively in most informal conversations on practical social topics. Can discuss particular interests and special fields of competence with reasonable enough that he or she rarely has to grope for a word; accent may be obviously foreign; control of grammar is good; errors never interfere with understanding and rarely disturb the native speaker.

Level 4: Able to use the language fluently, accurately and appropriately on all levels normally pertinent to conversational needs. Can understand and participate in any conversation within the range of his or her experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even to unfamiliar topics, errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

Level 5: Conversational proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that his or her speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialism and pertinent cultural references.

## Part 2. Checklist of conversation performance

### GRAMMAR

1. Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2. Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3. Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4. Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5. Equivalent to that of an educated native speaker.

### VOCABULARY

1. Speaking vocabulary inadequate to express anything but the most elementary needs.
2. Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
3. Able to speak the language with sufficient vocabulary to participate in most formal and informal conversations on practical and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4. Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5. Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

### COMPREHENSION

1. Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
2. Can get the gist of most conversations of non-technical subjects (i.e., topics that required no specialized knowledge)
3. Comprehension is quite complete at a normal rate of speech.
4. Can understand any conversation within the range of his experience.
5. Equivalent to that of an educated native speaker.

### FLUENCY

1. (No specific fluency description. Refer to other four language areas for implied level of frequency.)
2. Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.

3. Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
4. Able to use that language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
5. Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

### PRONUNCIATION

1. Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2. Accent is intelligible though often quite faulty.
3. Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4. Errors in pronunciation are quite rare.
5. Equivalent to and fully accepted by educated native speakers.

### Part 3. Conversational English Proficiency Ratings

Rating sheet

Student: (ID) \_\_\_\_\_ (Name) \_\_\_\_\_ (Rater) \_\_\_\_\_ (Date) \_\_\_\_\_

Conversational English Proficiency Weighting Table								
Proficiency Description	->	1	2	3	4	5	6	Total
Pronunciation		0	1	2	2	3	4	
Grammar		6	12	18	24	30	36	
Vocabulary		4	8	12	16	20	24	
Fluency		2	4	6	8	10	12	
Comprehension		4	8	12	15	19	23	
Total								

Conversational English Proficiency Conversion Table	
Total Score	Level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+



# Appendix F: Photographs

## Photographs of the Teaching Learning Process



The teacher activates the student' background knowledge



The teacher explains the materials



The students do vocabulary tasks.



The students watches a video.



The students rehearses their dialogues.



The teacher gives help.



The students practice scripted role play.



The students practice scripted role play.



The students make role play without bringing text.



The students make role play without bringing text

# Appendix G: Permission Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 1272d/UN.34.12/PP/X/2012  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

30 Oktober 2012

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

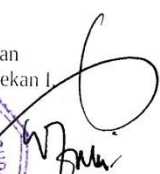
*Improving Speaking Ability of Students of Tourism Department of SMKN 7 Yogyakarta in the Academic year 2012/2013 through Role Play*

Mahasiswa dimaksud adalah :

Nama : AYU RETNO WIDATI  
NIM : 08202241049  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Oktober – November 2012  
Lokasi Penelitian : SMKN 7 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I  
  
Widyastuti Purbani, M.A.  
NIP. 19610524 199001 2 001

Tembusan:  
Kepala SMKN 7 Yogyakarta





**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/8727/VI/11/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY Nomor : 1272d/UN.34.12/PP/X/2012  
Tanggal : 30 Oktober 2012 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : AYU RETNO WIDATI NIP/NIM : 08202241049  
Alamat : Karangmalang Yogyakarta  
Judul : IMPROVING SPEAKING ABILITY OF STUDENTS OF TOURISM DEPARTMENT OF SMKN 7 YOGYAKARTA IN THE ACADEMIC YEAR 2012/2013 THROUGH ROLE PLAY  
Lokasi : SMK N 7 Yogyakarta Kota/Kab. KOTA YOGYAKARTA  
Waktu : 06 November 2012 s/d 06 Februari 2013

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal 06 November 2012  
A.n Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
Ub.  
Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH

NIP. 19580120 198503 2 003

**Tembusan :**

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang Bersangkutan



## PEMERINTAH KOTA YOGYAKARTA

## DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

## SURAT IZIN

NOMOR : 070/2678  
7433/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
Nomor : 070/8727/V/11/2012 Tanggal : 06/11/2012
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : AYU RETNO WIDATI NO MHS / NIM : 08202241049  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang, Yogyakarta  
Penanggungjawab : Drs. Margana, M.Hum., M.A.  
Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING SPEAKING ABILITY OF STUDENTS OF TOURISM DEPARTMENT OF SMKN 7 YOGYAKARTA IN THE ACADEMIC YEAR 2012/2013 THROUGH ROLE-PLAY

Lokasi/Responden : Kota Yogyakarta  
Waktu : 06/11/2012 Sampai 06/02/2013  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas  
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
Pemegang Izin

AYU RETNO WIDATI

Dikeluarkan di : Yogyakarta  
pada Tanggal : 7-11-2012

An. Kepala Dinas Perizinan  
Sekretaris

Drs. HARDONO  
NIP.195804101985031013

## Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta(sebagai laporan)  
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY  
3. Ka. Dinas Pendidikan Kota Yogyakarta  
4. Kepala SMK Negeri 7 Yogyakarta  
5. Yth